



Save the Children

WE THRIVE

**INTEGRATED GROUP ACTIVITIES FOR
CHILDREN AND ADOLESCENTS IN
ACUTE CRISES:**

4-6 SESSION PLANS



OVERVIEW

We Thrive integrated group activities for children and adolescents in acute crises is an integrated approach that brings together perspectives from child protection, education in emergencies, and mental health and psychosocial support.

The programme promotes the wellbeing of participating children and adolescents by enabling them to:

- Feel safe
- Know what to expect
- Have fun
- Connect with their peers
- Cope with past and current experiences
- Learn new skills
- Access other services through referrals

Save the Children (SC), and/or SC-supported partners, can implement this programme in acute crisis situations.

The purpose of these session plans is to provide SC staff and its partners responding to acute emergencies with a resource of integrated, interactive, play-based sessions to support children's and adolescents' protection, learning, and wellbeing. For more information about how these were developed, please refer to the implementation guide.

SC Child Protection (CP), Education in Emergencies (EiE), and Mental Health and Psychosocial Support (MHPSS) staff can use these session plans which includes learning activities within the following categories:



Free Play/Free Time to allow children and adolescents to express agency and connect with each other in a safe space with trusted adults monitoring, but not leading, activities.



Self Awareness and Empowerment to identify and manage emotions and provide foundational life skills for children to protect themselves. Children and adolescents recognise their own abilities and strengths and identify ways they can support themselves and their community.



Positive Social Skills to listen to, communicate with, and take others' perspectives. When children and adolescents apply these skills they can develop positive relationships, offer support, solve problems through teamwork, and resolve conflicts constructively.



Literacy skills to support a sense of normalcy and practice skills to support reading and writing. *Note, this programme is not intended to support children learning to read and write if they have no previous experience.*



Numeracy skills to support a sense of normalcy and practice maths and geometry concepts and skills.



Life Saving Learning to recognise risks and know what to do in case of an emergency.

WHAT IS A SESSION?

Routines, having fun, learning, and socialising with peer's support children's and adolescents' wellbeing. All sessions intend to promote and protect children's and adolescents' wellbeing through a combination of interactive activities.

Each session supports children and adolescents to learn one topic from the activity categories. While each session focuses on one topic, the topics are complementary and not mutually exclusive. The session outline is as follows:

1. **Opening** to welcome children and adolescents and take attendance (if appropriate).
2. **Energizers** to bring children and adolescents together in a fun, interactive way. (*Note: For 4–6-year-olds this is optional after the learning activity.*)
3. **Learning activity(s)** to allow children and adolescents to learn about or discuss a topic and/or apply a skill.
1. **Mindfulness activity** to calm children's and adolescents' bodies and minds before the end of the session and practise coping strategies which can be applied outside of the sessions. Regularly practicing calming activities can help reduce stress and anxiety. (Mindfulness activities require you to be aware of yourself in a heightened manner, join the children in this activity to make it more realistic for participants.)
4. **Closing** to recognise children's and adolescents' participation and allow for them to provide any feedback for the next session.

A FLEXIBLE APPROACH

The order of the sessions is flexible. SC staff and partners should adapt the programme to meet the needs of the children and adolescents. Staff can:

- **Choose the order of the sessions** based on the needs of the children.
- **Swap different activities from the Activities Bank.** There are more than 175 learning activities, over 50 games and energizers, and more than 15 mindfulness activities.
- **Reduce or extend the sessions**, by removing or adding more activities. Note, it is not recommended to have children to learn about or discuss more than one topic per session.
- **Add more sessions** using the other activities in the Activities Bank as well as others from the contexts that are in alignment with the purpose of the programme.
- **Schedule break times as needed.** These have not been scripted as you will know best when children need time to relax, chat, or play between activities. Remember to keep an eye on the group to make sure children are safe and to support anyone who needs a bit of extra help.

Implementing staff can find more information on adapting the activities in the Implementation Guide.

Contextualisation: Throughout the session plans, **yellow highlighted text** indicates requirements for the COs implementing We Thrive to further contextualise the content during the translation process.

CONSIDERATIONS FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES

It is important to **engage all children and adolescents with disabilities as participants of activities rather than just observers**. Emergencies can provide an opportunity to include children in safe spaces who were not previously accessing school or other services outside their home. Play fosters inclusion by enabling interactions with peers. Everyone has the capacity to play and learn, and children with disabilities have the same desire to play as any other children. Play is essential for development, wellbeing, and social interaction. We Thrive activities need to be accessible to every child, no matter their capacities, to the greatest possible extent. Children with disabilities face many barriers to play, and adaptation needs to take place. Consider that:

- children with physical or sensory conditions need environmental adaptations to promote their physical access to and navigate between different play elements.
- children with cognitive difficulties may need extra visual supports within the environment to help orient within the space
- children with social-emotional difficulties can benefit from quiet spaces for down time away from social play.

Overall, the environment and adaptations should promote as much as possible for children with disabilities more independent access to play. (Nguy Jodie, 2020) Keep always in mind that every child and adolescent is different, and the level and type of support they need can vary.

The following are actions that can **increase their ability to participate in group activities**:

Before the sessions:

Check on accessibility: ensure that the site is not on the side of a hill or ground that is difficult to walk on.

Identify children and adolescents with disabilities within the community and ensure they and their caregivers are aware that We Thrive Sessions are being offered.

Ask the children with disabilities first if they need any support before implying / assuming they need help **and about their play preference**:

- What do you like to play?
- What play activities do you wish to do more?
- What are the barriers to play in your community?
- What safety concerns do you have when playing?
- What type of support do expect from your peer?

Ask caregivers and children:

- What are the space requirements, large or small space, level of noise, lightning?
- The level of flexibility and possible trigger on the child

For younger children, play often requires staying in a comfortable and functional position, moving around, manipulating objects. **Ask parents of younger children**, communicating if there are any:

- differences in the child's level of development – persistence, attention, coordination, mobility, communication, wellbeing, enjoyment with different kinds of toys, play partners, play context?
- parts of the We Thrive space that do not work so well (e.g sand or uneven floor) and how can participation be enabled with adaptation to the environment, or by providing physical help when relevant

Note for younger children, that caregivers should be encouraged to attend We Thrive with their children with disabilities, promoting a space where caregivers can socialize and at the same time facilitate play. Having adults feel comfortable in We thrive adds benefit of promoting a safe and family friendly environment.

For each session, ensure you:

- **Review and modify games and play activities** to ensure all children can participate, using assistive devices where necessary, prior to every session based on children and caregivers' feedback.
- **Clear the pathway** to access to sanitation (toilet, sink / bucket to wash hands)
- **Remove hazards for safety and accessibility** to ensure all children and adolescents can participate safely.
- **Adjust seating arrangements** to support all children and adolescents. For example, seat children and adolescents with visual impairments closer to the front of the room and closer to the facilitator.
- **Create visual aids** for the space and for activities.
- **Use at least two forms of communication** (visual& verbal or nonverbal in certain instance) to ensure clarity on the different activities. (for instance: explain and show large font poster)

During the session, you should:

- **Observe** to understand children's internal emotional states: facial expressions (smiling, eyes widening, eye gazing), vocalizations (laughing, giggling), body movements (jumping, doing vivacious hand gestures such as hands clapping or hands waving). Even in presence of severe physical impairments, it is possible to observe enjoyment and engagement in play.
- **Make extra time for** children with disabilities to transition from one activity to the other without feeling pressured.
- **Develop with the support of the child with disabilities** in all playmates the **necessary communication skills** so interaction can happen without adult intervention.
- Always **be kind and empathetic** respecting children's rhythms and use patience.
- Whenever children start playing with each other, **retreat to the role of observer**, reducing interventions to the minimum possible.

Remember the 7 principles of inclusive We Thrive activities:

1. **Accessibility:** Easy to reach, free of obstacles, with clear signage.
2. **Safety:** Away from potential hazards (busy roads, flooding, etc.).
3. **Low Cost:** Use locally available materials to reduce expenses.
4. **Context and Gender Sensitivity:** Consider local norms and involve women in decision-making.
5. **Participatory Design:** Engage the community and children in planning and maintaining play spaces.
6. **Rich Play Experience:** Provide diverse sensory and play opportunities.
7. **Eco-Friendly and Simple:** Use sustainable, low-cost materials suitable for remote or displacement settings.

Facilitate activities and play for specific conditions

Type of conditions / disorders	
Children with intellectual disabilities	Provide emotional stability and structured support. Show concretely how to do things Use repetition Provide places for solitary play for a child who gets easily overwhelmed and need a short time away from others during play activity.

Children with hearing conditions	Position yourself appropriately to facilitate visual communication such as sitting face to face. Refrain from shouting, rather use visual and physical interaction cues Use two ways of communication
Children with visual conditions	Verbally describe play activities and the environment Use the analogy of a clock to provide direction (e.g. toilets at 9am, chair at 3pm) Facilitate interactions with other children if relevant
Children with communication disorders	Allow enough time for expression. Guide peers on how to communicate with the support of the child Use communication board when relevant
Children with severe physical conditions	Provide adaptive toys. Encourage peer interaction with appropriate accommodations.
Children on the autism spectrum	Establish a structured and familiar play environment. Introduce gradual changes to prevent frustration Provide places for solitary play for a child who gets easily overwhelmed and need a short time away from others during play activity.
Children with multiple disabilities	Use continuous verbalization and physical contact. Build on personal interests to encourage participation.

Facilitate with accessible play tools

Facilitators should ensure that toys and games are accessible and adaptable to all children's needs. Inclusive, locally made or sourced toys should promote play exchanges between children with different disabilities and foster a sense of belonging. We Thrive is designed to be a low-resource package, meaning that extensive use of expensive or difficult to supply toys are not required for successful and inclusive implementation. Resources available in the community to create play tools should be the starting point, here are some tips for thinking about tools for play in an inclusive way: Toys should have simple activation mechanisms requiring minimal steps to begin play.

- Match toys to children's abilities, considering motor, cognitive, and sensory needs.
- Adjust children's posture and positioning to enable comfortable engagement with toys.
- Organize by toy categories, such as sensory-motor toys, pretend play, construction games, and rule-based games.
- Keep the toys and game at the same place
- Ensure toys and games are displayed clearly to avoid confusion and promote independent play.

By implementing these strategies, you can create inclusive play environments that encourage participation, independence, and enjoyment for all children.

SPECIFIC CONSIDERATIONS FOR YOUNG CHILDREN (AGES 4-6)

The following considerations will support children ages 4-6:

- **The opening, closing, mindfulness and optional energizer activities are repeated in every session.** Young children thrive on expectations and routines, especially in contexts where normalcy has been disrupted. If you feel the children need a change to the mindfulness and/or optional energizer activities, see the Group Activities Bank for alternatives. Remember these activities may need to be further adapted to be appropriate for this age group.

- **The opening and closing activities are 10 minutes.**

Young children benefit from singing songs and having more time for transitions. The opening and closing "circle times" are adapted for this age group to support their transition into and out of the sessions.

- **The sessions are 45-60 minutes.**

Young children have limited attention spans which can be exacerbated in a crisis situation.

The following actions will support children ages 4-6:

- **Keep activities short and simple.**

Keep activities within the sessions short, active and fun. Expect young children to be able to focus on one task for a few minutes at a time. Although the learning activities are indicated as 15-30 minutes, most will take closer to 15 minutes, with options to extend to 30 min if the children are engaged and able. Ensure activities and information are concrete and tangible. Young children are still developing abstract thoughts (e.g. long conversations are not appropriate).

- **Set and maintain routines.**

Young children respond well to routine. The 4-6 session plans have repeated activities in every session for consistency. Facilitators can use songs and music as part of routines (e.g. good morning songs) or transitions (e.g. changing between activities or spaces). Facilitators can also use positive behaviour management strategies to get children's attention and refocus them (e.g. 1, 2, 3, all eyes on me).

- **Provide simple instructions.**

Keep instructions short and simple - do not give young children too much information that they will not be able to remember or process.

- **Provide clear expectations and boundaries.**

There should be no more than five simple rules. Involve children when creating the rules. Accompany these rules with simple visuals for each rule that are large enough for all to see and understand (e.g. an ear for "listen").

The following materials preparations are important prior to starting the sessions in this document:

- **Create a daily agenda with visuals.**

The agenda should be simple with a visual for the opening circle, learning activity, optional energizer, mindfulness activity and closing circle. This way children are able to know and visualise what to expect during the session.

- **Create at least one simple puppet for varied use.**

This can be as simple as a sock, a stick with a feather/paper/pompom/leaf taped to the top or whatever else you are able to create with local materials. Puppets are a great tool for facilitators to use with young children to gain their attention, role playing etc.

- **Become familiar with a few potential good morning and good-bye songs.**

You will sing these songs with the children every opening and closing.




4-6 SESSION PLANS OVERVIEW

The 4-6 session plans include the following topics and sessions. Choose the order of the sessions based on the needs of the children.

Category	Topic	Session Name
Free Play	Exercise your right to play and choose what you want to do	Free Play
Self-Awareness and Empowerment	Understanding Child Protection and how to seek help	Safe and Unsafe
	Identify your emotions	Feelings Charades
	Manage your emotions, including coping skills	Taking Care of Myself
	Reflect on your role to promote personal, family, and community wellbeing	Helping Hands
	Recognising your abilities and strengths	Some Great Things About Me
Positive Social Skills and Relationships	Take others' perspectives; show concern for the feelings of others	Puppet Perspective
	Actively listen and communicate effectively	Telling a Group Story
	Develop positive relationships; seek or offer support and help when needed	Making a New Friend
	Solve problems, including through teamwork	Storytelling for Problem Solving
	Resolve conflicts constructively	Fixing Problems with Our Friends

Category	Topic	Session Name
Literacy	Oral Language: Speaking	Go Round the Circle
	Oral Language: Listening	Listening to Sounds
	Oral Language: Vocabulary	Describing an Object
	Reading: Phonological awareness	Alphabet Sauce
	Reading: Letter knowledge	My Letter
	Writing: Print awareness	Alphabet Bingo
	Writing: Writing fluency	Writing our Names
Numeracy	Number sense	Object Number Lines
	Operations	Number Card Game
	Measurement	Measure with Your Feet
	Geometry	Stick Shapes
Life Saving Learning	Know who to speak to in case of an emergency	Emergency Contact*
	Protect yourself from risks	Evacuation Drills*
		Handwashing

Category	Topic	Session Name
		Fire Preparedness (1)*
		Fire Preparedness (2)*
		Fire Preparedness (3)*
		Roadside Safety
		Airstrikes/Bombings Preparedness*
		Mpox Safety*
		Cholera Safety*
		Cold Wave Preparedness*
		Heat Wave Preparedness*
		Flood Preparedness*
		Thunder And Lightning Storm Preparedness*
		Cyclone Preparedness*
		Landslide/Mudslide Preparedness*
		Earthquake Preparedness*

 *The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

FREE PLAY



FREE PLAY

60-65 MIN

TOPICS:	<ul style="list-style-type: none"> Exercise your right to play and choose what you want to do. 	Session # 1.1
MATERIALS:	<ul style="list-style-type: none"> All the materials that are available for play. 	
PREPARATION:	<ul style="list-style-type: none"> Prepare the space and review the Free Play Facilitator's Notes and pick a focus for observing. Prepare a rules chart with visuals (to be used in every session). 	

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will have free play time!

Free Play

35-40 MIN

1. Say:

- You will now exercise your right to play and have fun! Today's session is a "free play" session. That means you can play in this safe space for the next 35-40 minutes. You can choose what you want to do!*
- Free Play has three rules:*

Free Play Rules

- Respect the group rules.** Even though we have free play, you have to follow the rules. Remember to be nice. If necessary, I will help you remember the rules.

2. **Choose what you want to do.** You can choose what you want to do. I will tell you what choices you have.
3. **Have fun!**

- *I will be here to support you.*
2. Provide choices for free play. Say,
 - *You can choose to do things by yourself like reading or drawing.*
 - *You can choose to play with one friend or several friends. You can play [insert options].*
 3. Provide any additional constraints to free play, which could include:
 - Walk around the space and show children what materials they can and cannot play with.
 - Walk around the space and show children where they are allowed and not allowed within (or outside) of the space.
 4. *Say, if you have any questions or don't know what to do, you can ask me anytime. I am here to help!*
 5. *Say, I will give you a 5-minute warning before we have to clean up and stop free play.*
 - *You can go play!*

FACILITATOR'S NOTES:

There are three key actions for facilitators during the free play session once per week:

1. **Prepare ahead of time.**
 - **Set out available materials beforehand** (e.g. art materials, sorting materials, games and available toys) and prior to the start of the free play session.
2. **Engage with children as appropriate.**
 - **Manage the children' behaviour:** Remind children of the group rules and expectations if they are not following them for their own safety and out of respect to the other children. Play the role of a mediator if need be.
 - **Support children as they learn to navigate the free play session safely:** If one area of the space gets too crowded (e.g. too many children want to draw at the same time), redirect some of the children's attention to another activity in another part of the space. Facilitators may need to bring children or groups of children to different parts of the safe space and model doing different activities as children get used to the free play sessions. For example, a facilitator might show a small group how to play **a game of hopscotch** and then allow them to play independently.
 - **Allow children to 'fail' or make mistakes and figure out ways of 'succeeding':** Play is about the process and is how children develop problem-solving skills and determination.
 - **Show interest:** Ask questions, even join in if children welcome it, but do not take charge and/or crowd children. They need to know they have freedom.
 - **Give notice before transitions.** Provide children with 10 minutes and then 5-minute warnings before the end of free play time so they are prepared. You can do this by clapping hands, ringing a bell or singing a song.
3. **Observe children.** Pick one of the following to focus on during each Free Play sessions:
 - **Observe who children do and do not interact with and how they interact:** Observe who is playing with whom – and what role have they adopted (leader, follower, inventor?!), who is

not playing, is left out, or prefers to be on their own? Remember, this may shift from session to session or even within a session.

- **Observe what children play with:** Are there specific games or materials that children like to use?
- **Observe children's emotions:** Are children happy, angry, sad, etc.? When do they express these emotions? Are there any that might need additional support?

During observations:

- **Consider differences in gender:** Are there differences between girls and boys, including who they play with, how they interact, and what they play with?
- **Consider differences in disabilities:** Are there differences between children that you know have a disability, including who they play with, how they interact, and what they play with?

Your observations will inform future sessions. You can make suggestions for the programme and select sessions based on what different children seem to enjoy, what they struggle with, and how they interact.

4. Fill out the Facilitator Observation Form (time allowing).

If time allows, the children are playing together respectfully and safely, use part of the Free Play to fill out the Facilitator Observation Tool for this week (for this specific group).

Optional: Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!

SELF AWARENESS AND EMPOWERMENT



SAFE AND UNSAFE

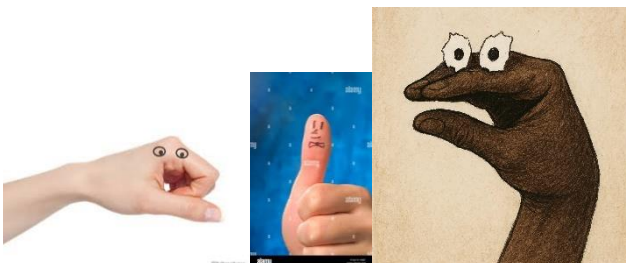
50-60 MIN

TOPICS:	<ul style="list-style-type: none"> Identify safe and unsafe situations and what can you do in an unsafe environment 	Session # 2.1
MATERIALS:	<ul style="list-style-type: none"> Two puppets Paper and drawing materials (for optional activity only) 	
PREPARATION:	<ul style="list-style-type: none"> Read and adapt the stories to the context if necessary; Both facilitators are expected to participate in delivering this session with puppets; Learning from Roll-out step number 6 and Programme Principle 7, make sure you have, at least, the name, phone number, and email address for the Child Protection focal point and the Safeguarding focal point in case any child needs extra support. 	

HOW TO MAKE PUPPETS

- **Sock Puppets:** Use an old, clean sock. Draw eyes and a mouth with a marker, or stick on small pieces of fabric, buttons, or paper.
- **Paper Puppets:** Draw a character on thick paper, cardboard, or firm paper bag, cut it out, and tape it to a stick, spoon, pencil, or twig.
- **Finger Puppets:** Use fabric scraps, paper, or felt to wrap around a finger. Add simple features with markers or stitching if available.
- **Stick Puppets:** Glue or tape a drawn face onto a stick (like a popsicle stick or a twig), and decorate with cloth or paper for clothes.
- **Hands Puppets:** Put your forefinger and thumb together to create a hand puppet. Draw the eyes with markers over your forefinger and use the thumb as a mouth. You can also draw and glue eyes and mouth using paper or buttons.

Materials you can use include clean socks, cardboard paper, paper bags, markers, pencils, buttons, twigs, sticks, pieces of clothing,



The content of this session may be sensitive in nature. Ensure that the children s are comfortable , and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support young children using PFA techniques.

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

FACILITATOR'S NOTES:

- Discussing safety, risks and violence against children is a sensitive topic that must be approached with care. Talking about unsafe situations can be triggering for some children, especially if they have been survivors/victims or witness of violence. Before engaging on these topics, please be prepared to properly take action if a child shows signs of distress or reports being a victim or witness of violence to you or another child. Make sure you know the various reporting mechanisms and referral pathways and link to the local Child Protection system as required. When available, please connect with MHPSS teams for possible referrals and focused support.

Opening**10 MIN**

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about how we can identify safe and unsafe situations.

Safe and unsafe**15-30 MIN**

1. Introduce children to the puppets (or stuffed animal or stick puppet). Please take 3-5 minutes to choose the puppets' names as a group activity with the children. The names should be short and easy for everyone to pronounce.
2. Tell children that we will learn how to identify common safe and unsafe situations that children may experience. Say, *the puppets will help us (always use the puppets names) on today's session*. Explain that the puppets will show us:
 - a. 1) what it looks like and feels like to be in a safe place or situation, 2) what it looks like and feels like to be in an unsafe place or situation, and 3) what to do when/if you feel unsafe.
3. Let's start with this space where we are now. Ask the children if this feels like a safe space? Assuming the children say yes, use the puppets to explain why this space is safe. For example, using a gentle and playful tone, act with the puppets to say:

- a. *Puppet 1: I love being here! This space is safe because my friends are playing with me and the facilitator is kind and helps everyone.*
- b. *Puppet 2: Me too, ____ (use the name of Puppet 1). I'm safe here because I feel happy, and no one can hurt me!*
- c. *Puppet 1: I feel relaxed here, and I am smiling.*

Reminder: what to do if a child says they are not feeling safe in this space? Use the Safe Recognition and Referral approach.

If a child says they are not feeling safe, you can approach them individually and ask privately and gently why they are not feeling safe. If the answer refers to any Child Protection or Safeguarding concern:

- Use the Psychological First Aid Principles
- Do not ask further questions – your job is not to investigate;
- Maintain confidentiality and do no harm
- Contact the Child Protection and/or Safeguarding Focal Point immediately;
- Support the next steps as needed.

4. Ask children to suggest other spaces or situations that are safe for them. For example, their grandparents house; their school, and others.
5. Using the answers provided, you can act the safe space scenario or situation for a second time. For example:
 - a. *Puppet 1: I love drawing with my grandmother! And she always says nice things about my drawings.*
 - b. *Puppet 2: Me too! And my father says nice things about my drawings too!*
 - c. *Facilitator: In a safe space, everyone can be themselves and try new things. In a safe space, everyone's body feels calm.*
6. Reinforce the key messages:
 - a space is safe because you feel happy and comfortable there;
 - a space is safe because you can play there;
 - a space is safe because you can be with your friends there;
 - a space is safe because no one can hurt you there;
 - a space is safe because there is an adult who cares and is kind to everyone.
7. Now it's time to explain what situations or spaces are *not* safe for children. Explain that we will act out scenarios where the puppets feel unsafe. First, we will identify unsafe situations. Later, we will learn what to do if we feel unsafe, scared or hurt. Be careful to always keep it gentle and a non-threatening tone.

Unsafe scenario 1 – being lost

 - a. *Facilitator (sets the scenario): Puppet 1 is playing on the street. Use movements and sounds so children understand the scenario.*
 - b. *Puppet 1: I was playing and now... I can't see my friends! Where is everyone? (looks around, looking worried – either the puppet, if possible, or you as the facilitator)*
 - c. Ask children: *is the puppet feeling safe or unsafe?* Wait for them to respond, then ask: *Why?* Take time to listen, encourage discussion and engage with their answers. For instance:

- *Why was the puppet feeling unsafe? Because she/him was feeling scared and lost. Because she/him was feeling alone.*

Unsafe scenario 2 – fearing a noise

- d. *Facilitator (sets the scenario): Puppet 1 is playing on the streets. Use movements and sounds so children understand the scenario. Ask a child to make a loud noise (fun!)*
- e. *Puppet 1: What's that noise? It's so loud. I feel scared!*
- f. *Puppet 2: Me too... I don't like this.*
- g. *Ask children: is the puppet feeling safe or unsafe? Wait for them to respond, then ask: Why? Take time to listen, encourage discussion and engage with their answers. For instance:*
 - *Why was the puppet feeling unsafe? Because she/him was feeling scared of the noise. Loud noises can be scary.*
- *Other possibilities to be explored, depending on the context and how well children are responding to the activity. For example:*

Unsafe scenario 3 – being contacted by a stranger

- h. *Facilitator (sets the scenario): Puppet 1 is playing on the street. Use movements and sounds so children understand the scenario.*
 - i. *Puppet 1: Hey, Puppet 2 (always use the puppet name)! There is a man over there who offered me some food.*
 - j. *Puppet 2: But do you know him?*
 - k. *Puppet 1: No... I'm scared.*
 - l. *Ask children is the puppet feeling safe or unsafe? Wait for them to respond, then ask: Why? Take time to listen, encourage discussion and engage with their answers.*
 - *Why was the puppet feeling unsafe? Because she/him was feeling scared as we are not supposed to receive gifts from strangers.*
8. *Recap with children: we learned what is safe and we thought about some things that make us feel unsafe. Safe is when we feel good and protected. Unsafe is when we feel scared, lost or hurt in any way. The final part of today's activity is learning what to do if we feel that something is unsafe for us or people around us. Let's play with the puppets again:*

Protective behaviour 1 – looking for a trusted adult

- a. *Facilitator (sets the scenario): Puppet 1 and Puppet 2 are friends and are playing outside when they hear some loud noises outside. Ask a child to make a loud noise (fun!)*
- b. *Puppet 1: [Insert name of Puppet 2], I don't like these sounds. It feels scary!*
- c. *Puppet 2: Me too! Let's move away from here and find an adult we trust.*
- d. *Facilitator: Hey, Puppets! It's good to see you.*
- e. *Puppet 1: Hey! We came to find you because we were afraid of the noises.*
- f. *Facilitator: You did the right thing, puppets! Always look for a trusted adult if you feel scared. I'm here to help you.*

Protective behaviour 2 – saying no!

- a. *Facilitator (sets the scenario): Puppet 1 and Puppet 2 are friends and are playing. But Puppet 1 tries to tickle Puppet 2 too hard.*
- b. *Puppet 2: (laughing) tickle, tickle, tickle*
- c. *Puppet 1: (feeling uncomfortable) No, [insert name of Puppet 2], I don't like that. Stop!*
- d. *Puppet 2: (surprised): Oh, ok! I'm sorry, Puppet 1!*

- e. *Facilitator: Good job saying “no”, [insert name of Puppet 2]! You should say “no” if someone is making you feel uncomfortable in anyway.*

Other scenarios might include, for example:

- a. *Facilitator (sets the scenario): Puppets 1 & 2 are brothers and sleep in the same room.*
- b. *Puppet 1: Hi, [insert name of Puppet 2]! I really need to go to the bathroom...can you go with me?*
- c. *Puppet 2: Hi, [insert name of Puppet 1]! But it is already very late and everyone is sleeping...*
- d. *Puppet 1: Ok, I know what to do: let's call mummy, she always takes us safely to the toilets.*
- e. *Facilitator: Good job, puppets! You should not go to the toilet outside your house alone at night. You always should call a trusted adult to join you.*

Optional: Drawing our Safe Circle

10MIN

1. Tell children they will talk about a safe person (or safe people) in their lives.
2. Explain that a safe person is someone who can help you if you need it. For example, if you are lost, a safe person can help you find your house and family.
3. Teach children a call and response about identifying a safe person:
 - Say, "If you're lost and all alone, who can help you find your home?"
 - "Safe person!"
4. Ask children to share who are safe people in their lives.
5. Give each child a sheet of A4 paper and ask them to draw a picture of safe people in their lives. This can be their family members and/ or people who take care of them (could include teacher, Imam, neighbours, older siblings, Majhi etc.).
6. If they know the full names (first and second name) of the people they feel safe with, have them write the names beside the picture. If they cannot yet write, spend time with each child helping them to name each person identified in the drawing. Many children may not know the first and second name of the people they feel safe around.
7. Explain to children how important it is to remember the full names of these people so should they ever get lost, they can easily be reunited.
8. Reinforce the key messages:
 - Knowing the full names of adults that you trust and the name of your close adults will help in case you ever get separated from your family.
 - Knowing how to describe where you live will help adults to reunite you with your family if you ever get separated.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.

6. Ask:

- *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



FEELINGS CHARADES

45-60 MIN

TOPICS:

- Identify your emotions.

Session # 2.2

MATERIALS:	<ul style="list-style-type: none"> • Blackboard and chalk, whiteboard and markers, or large paper and markers.
PREPARATION:	<ul style="list-style-type: none"> • Pre-prepared rules chart with visuals. • Prepare some example drawings that depict simple feelings the children may discuss in the activity.

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about our emotions (feelings).

Feelings charades

15-30 MIN

Do: (15 minutes)

1. Say, today we are going to play a game that will help us to learn about emotions. Emotions are feeling words - they tell us how we are feeling. We are going to make a list of emotions, play an acting game and then sing a song.
2. Say, right now, I am feeling happy to see you all! [Smile]. Happy is an emotion.
3. Ask the children if they can think of some feeling words or 'emotions.'
4. List children's answers on a flip chart along with a simple picture to illustrate the emotion. You may use pre-prepared drawings to make this faster. Do this until you have a list of approximately 5-10 emotions.

Examples include:

Happy 😊

Sad 😞

Angry 😡

Scared 😨

Silly 😜

Worried 😟

5. Tell the children that you are all going to play an acting game together.
6. Play the 'feelings acting game' by doing the following:
 - Say, *I am going to show you an emotion. Tell me what you think it is.*
 - Make a facial expression that represents one of the emotions on the board. For example, for "sad", frown or pretend to cry.
 - Ask children to show you their sad faces.
 - Do this for all of the emotions children mentioned.
 - You may try a few other emotions not mentioned like: surprised, nervous etc.
 - Next, call out an emotion and ask children to show you that emotion without showing them first. For example, *"Show me you're excited!" "Show me you're angry"*.
 - Have all the children act out this same emotion (this should get a lot of good laughs!).

Optional discussion: (5 minutes)

- Briefly mention some of the 'feelings words' and ask children to say some examples of what it is that makes them 'feel this way.' Do not push children to share if they are not comfortable doing so. Say, "What makes you feel happy?", "What makes you feel excited?" etc. You can model this first by saying, for example, "I feel happy when I am with my family."
- Say, *it's normal to feel emotions and often we feel several at the same time.* Provide an example, "Before you all arrived, I felt excited and nervous."
- Say, *both boys and girls experience all types of emotions – fear, sadness, anger, excitement and express these in different ways.*
- Say, *when we notice a friend expressing some emotions, even if they are not talking about it, we can try to help them. Listening to a friend is a nice way to try to help.*

Wrap up (5 min):

- End by singing a local song related to emotions. For example, "If you're happy and you know it, clap your hands."

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.

- Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

- Tell children they will do an activity to calm our minds and bodies.
- Find a space in the room or stand in a circle. Make sure you have enough room.
- Count to eight: make yourself very long. Like a giraffe.
- Count to eight: make yourself very small. Like a mouse.
- Count to eight: make yourself very wide. Like an elephant.
- Ask:
 - Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



TAKING CARE OF MYSELF

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Managing your emotions, including coping skills. Literacy - Oral Language: Speaking 	Session # 2.3
MATERIALS:	<ul style="list-style-type: none"> Paper, crayons, pastels or other drawing materials. 	
PREPARATION:	<ul style="list-style-type: none"> Pre-prepared rules chart with visuals. Simple drawings of ways children take care of themselves (e.g. hand washing, playing, hugging caregiver, eating, going to the doctor etc). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about how we take care of ourselves.

Taking care of myself

15-30 MIN

- Tell children you are going to talk about ways to take care of yourself. For example, "I wash my hands to stay healthy".
- Ask children to tell you things they do to take care of themselves. Prompt answers by asking children to think about what they do in the morning, during the day and evening.
- Write answers on a flip chart and draw an image to go along with the answer. For example if they mention:
 - Brushing teeth, say "You brush your teeth to keep your teeth healthy. That is taking care of yourself". Draw a toothbrush.

- Eating breakfast, say *"You eat breakfast to stay strong and healthy. That is taking care of yourself"*. Draw an egg (or other culturally relevant food)
 - Hugging a caregiver, say *"You hug your [insert caregiver] to show you love them and feel love. That is taking care of yourself"*. Draw a stick figure hugging another.
 - Play with friends/siblings, say *"You play with friends/siblings to learn and have fun. That is taking care of yourself"*. Draw a soccer ball or slide.
4. Do this until you have 3-5 examples.
 5. Tell children they are going to draw. Provide children with paper and crayons or pastels.
 6. Invite children to draw something they do to take care of themselves. They can draw one of the examples already mentioned and add to it or something else. Be mindful it is something positive. Go around and support children who don't know what or how to draw.
 7. Invite children who want to hold up their art and say what they drew.
 8. If possible and children are still enjoying the activity, tape the drawings up on the wall and invite children to walk around and admire each other's art.

FACILITATOR'S NOTES:

- Many young children will not yet have the fine motor skills, dexterity or ability to draw something specific. The drawing doesn't have to look exactly like what is said. They may scribble which is also fine.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
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<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
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Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."

- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



HELPING HANDS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> • Reflect on your role to promote personal, family, and community wellbeing. • Develop positive relationships; seek or offer support and help when needed. 	Session # 2.4
MATERIALS:	<ul style="list-style-type: none"> • Paper • Drawing materials 	
PREPARATION:	<ul style="list-style-type: none"> • Prepare a rules chart with visuals (to be used in every session). • Have a simple story ready to tell or use the sample below. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about helping hands.

Helping hands

15-30 MIN

1. Tell children they are going to learn about how to use helping hands in our safe space. Say, helping makes our space safer and happier for everyone.
2. Tell a simple story that highlights the power of helping each other. Say, I am going to tell you a little story called, **The Helping Gloves.**

Note: This is a sample story. Please adapt to your context or choose a local story children will relate to.

The Helping Gloves

In a busy village, there were children filled with laughter and learning. One day, a boy named Luca discovered a special pair of gloves in an old box outside of his home. But they weren't ordinary gloves; these gloves were magical! They made whatever Luca touched with them come to life! Luca knew it was important to help others so he decided to use the glove to help his friends in his safe space!

When he went to his class the next day, he noticed two of the chairs were broken. Excited, he touched the chairs with his gloves, and suddenly, the chairs were fixed! Then, Luca noticed a friend was crying quietly in the corner of the room. Luca asked if the friend wanted to hold his gloves. The friend stopped crying and smiled!

Then, Luca and his friends saw the safe space was a mess. There were crayons and paper all over the floor, the chairs were in the way of walking around safely. Luca put on his gloves and touched a crayon. It magically moved to the crayon box! The other children were so excited they all started to clean up the space. They even sang songs while they cleaned up to make it even more fun.

At the end of the day, Luca realised that the true magic wasn't in the gloves but in how he used them to help his friends. By cleaning up and helping friends when sad, Luca showed that small acts of kindness can make a big difference in our group.

And from that day on, whenever someone needed a helping hand, Luca and his friends knew what to do to make their days brighter and happier.

3. Ask children: What are some of the ways Luca used the helping gloves? (e.g. fixed the chair, comforted his friend, cleaned the classroom)
4. Ask if they have ideas on ways to help in their safe space. Provide examples to help prompt ideas if needed:
 - Sharing toys
 - Playing games together
 - Emphasise that every small act of kindness matters, and even though they are small children, they can have a big impact on each other!

OPTIONAL EXTENSION:

- Provide children with paper and drawing materials. Have children trace their own or each other's hands. You may have to support children to do this. They can then decorate them however they want.
- Tell children these are their own magic gloves that they can use to help each other.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.

5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



SOME GREAT THINGS ABOUT ME

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Recognising your abilities and strengths. 	Session # 2.5
MATERIALS:	<ul style="list-style-type: none"> Paper Drawing materials 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). Simple drawing of something you are good at doing. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn some great things about ourselves!

Some great things about ME

15-30 MIN

- Tell children that today we will think about ourselves. We are each good at so many things.
- Say:
 - I am very good at...* (e.g. jump rope, puzzles, cooking, reading, sharing etc)
- Ask if anyone else has something they are very good at. Discuss 3-5 examples with the children.
- Say:
 - I'm going to give you paper and markers/crayons and each of you should draw a picture of yourself.*
- Distribute drawing materials, and allow children to sit anywhere they like while they draw.
- Go around and ensure children know what they will draw and support those who help.

7. Give children 5-15 minutes to draw.
8. After 5-15 minutes, clap your hands or ring a bell to get children's attention. Ask children to join you in a seated circle.
9. Say:
 - *Now we are going to show each other our drawings. It is very important that we be good friends with each other while looking at our drawings. We must say nice things to each other, and not tease. For example, you can say, "I like the colours you used" or "I like how you draw your hair" or "I like your drawing". Remember, we are all different and draw differently. No one is better than the other.*
10. Ask if anyone would like to show their drawing.
 - *Invite a volunteer to stand and show his or her drawing, say their name and something they are good at.*
 - *Give them the words if needed: My name is _____. I am good at _____. You also ask, What is your name? What are you good at?*
 - *Tell the child s/he must be very good at [whatever they say] and that s/he did a great job.*
11. Repeat for several more children. You may continue as long as the children are engaged and there is still time. Make sure that children of all genders, abilities and ages are able to present.
12. Tell children they are good at many things!

FACILITATOR'S NOTE:

- Pair older children (6 year olds) with younger children (4 year olds) to support drawing as younger children may not have the fine motor skills, dexterity or ability to draw specific images. They can scribble.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.

- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!

POSITIVE SOCIAL SKILLS AND RELATIONSHIPS



PUPPET PERSPECTIVE

60 MIN

TOPICS:	<ul style="list-style-type: none"> Take others' perspectives; show concern for the feelings of others. 	Session # 3.1
MATERIALS:	<ul style="list-style-type: none"> Paper Puppet Drawing materials 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about other people's likes and feelings.

PUPPET PERSPECTIVE

30 MIN

- (Re)Introduce children to a puppet (or stuffed animal or stick puppet).
- Say, *today we will learn about how we feel and like different things.*
- Say, *we are going to get to know our puppet.* Use a name if the puppet has a name.
- Ask the puppet simple questions about its preferences. For example,
 - "Does puppet like **cats**?" (Puppet nods head yes)
 - "Does puppet like **peas**?" (Puppet shakes head no)
- Ask the children:
 - Raise your hand if you like **cats**.

- *Raise your hand if you like **peas**.*
6. Tell the group that not all children raise their hands for either question and that means not everyone likes the same things.
 7. Encourage discussion:
 - *Is it ok that we like different things? Yes! We are all different.*
 - *What are some other things that you like?*
 - *Allow children to share their favourite foods or toys, and acknowledge each response.*
 8. Say, we also feel different things. Let's see what our puppet is feeling.
 9. Pretend the puppet is happy. Then pretend the puppet is sad.
 10. Encourage a discussion. Ask the children:
 - *How do you think the puppet feels?*
 - *When sad, ask what can we do to make the puppet feel better?*
 - *Possible answers: Give a hug, ask if it's ok, offer to play.*
 11. Invite a few children to come up and ask the puppet how it's feeling. Offer different emotions and ask the child what we can do to make the puppet feel better.
 12. Provide the children with paper and drawing materials. Invite them to draw the puppet.
 13. Tell children they learned about understanding others' feelings and preferences:
 - *"Today, we learned that everyone likes different things, just like how some of us **like cats and others like peas**."*
 - *"We also learned it's important to learn how others are feeling. There are many things we can do to make our friends feel happy. Can we try to share and be kind like our puppet?"*

OPTIONAL EXTENSION:

End by singing a song about emotions like **"If you're happy and you know it clap your hands"**. Use the puppet if appropriate.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - *If no music is available, simply have children copy your movements.*
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: “Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share”.)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: “I really liked how you all listened carefully during our opening circle today.”
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today’s session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



TELLING A GROUP STORY

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Actively listen and communicate effectively. Literacy - Oral Language: Listening 	Session # 3.2
MATERIALS:	<ul style="list-style-type: none"> None 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to listen and tell a story.

Telling a group story

15-30 MIN

- Invite children to sit in a circle. You should sit in the circle with them.
- Tell children that today we are going to tell group stories that we make up together.
- Explain that you are going to say the first line of a story, then the child next to you will continue with the next line, and the next child with the next line of the story, and so on.
- Say, you can only say one short sentence at a time. Everyone will get a turn to add to the story.
- Explain that sometimes we might think that a story has come to an end, in which case we can end the story and start a new one, or else we might go the whole way around the circle and find that we think the story needs to continue. Both are fine.

6. Start a story with a single sentence. After you have said your line, tell the next child it is their turn to add to the story. Say, what happens next? Help any children that struggle by providing prompts including, "And then....", "After that...", "Suddenly,...".
7. Some examples of first lines are listed here, but you may wish to invent your own line instead. The stories may be short, funny and silly!
8. Remind children that everyone will have a turn to share an idea and create the story, but that you do not have to participate if you don't want to and can say 'pass' when it is your turn. Everyone, however, must listen so they know and understand the story.
9. Remind children we all have different ideas, and no one idea is better than any other since we are using our imagination, so we should be polite and encouraging to each other as we create the story.
10. Start the story:

Example first lines:

- There was once a young girl named Anna [substitute with a local name] who lived with her grandmother on the top of a very tall mountain.
- A little boy named David [substitute with a local name] was walking down the road one day when he spotted, far off in the distance, what looked to be a castle/palace.
- In a tiny village far from the city, there lived a girl named Anayah [substitute with a local name] who was known for being brave enough to stand up to the lions.
- Isarro [substitute with a local name] was a little girl who loved adventures; she wanted to travel all over the world.

11. When all children have had a turn, the story ends or children get restless, finish the activity and thank children for their listening ears and great ideas for the story!

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.

- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



MAKING A NEW FRIEND

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Develop positive relationships; seek or offer support and help when needed. Take others' perspectives; show concern for the feelings of others. 	Session # 3.3
MATERIALS:	<ul style="list-style-type: none"> Drawing materials Puppet 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about making friends.

Optional: Pass the ball name game

5-10 MIN

- Ask the children to sit or stand in a circle with you and explain that they are going to play a game to learn each other's names.
- Say, *when you have the ball, say your name, then give the ball to the child next to you. You will gently pass or roll the ball one by one - your choice - and everyone will get a turn.*
- Show them the process for them by holding the ball and saying your name and giving the ball to the child next to you.

4. The next child says his or her name and gently passes or rolls the ball to a child who hasn't yet said their name.
5. The exercise continues until everyone has had a chance to receive the ball and say their name.

Optional extension (if children are still attentive):

6. Tell children they will do this one more time except they will try to remember the name of the child next to them.
7. Show them the process by saying the name of the child next to you as you pass or roll them the ball.
8. Say, *it is OK if they forget their name, ask what it is before passing or rolling it.*
9. Tell them they will go one by one and each will get a turn.



FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some children may be shy or withdrawn, depending upon their experiences. If a child does not want to say their name, do not force them. They can still be in the circle and pass or roll the ball with the others. You can say their name for them.
- Do this activity during the first few sessions or any session you feel is needed to support children to remember other childrens' names which is important for them to have positive social relationships.
- Ensure that the ball contains a bell inside so that children with sensory disabilities can hear and follow it.

Making a new friend

15-30 MIN

1. Tell children that today we are going to talk about what it means to be a good friend.
2. Say, a friend is someone you like to play with, who makes you feel happy and special.
3. Say, a good friend makes you feel better when you're sad. What are some other things good friends do? Support children with responses if needed. Responses may include:

• Play together	• Share a toy	• Take turns	• Use kind words	• Listen
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4. Tell children they know a lot about being good friends!
5. Say, raise your hand if you are meeting new friends today. Say, sometimes when I meet a new friend, I feel shy or nervous. Make a shy or nervous face. Ask children to show you what they look like when they feel shy.
6. Say, raise your hand if you ever feel shy or nervous. Tell children it's normal to feel that way when making new friends.
7. Say, when I meet a new friend, I like to ask "what's your name?". That helps me and my new friend feel more comfortable. What else can you do when you meet a friend? Support children with responses if needed. Responses may include:

- Smile
- Say hi
- Say your name
- Invite them to play
- Share a toy

8. Tell children doing these things can help new friends feel safe and comfortable!
9. Say you're going to introduce them to your new friend. Bring out your puppet and pretend it is feeling shy. Say, this is **Jaime [replace with local name]**. **Jaime** is feeling shy and nervous meeting you all for the first time.
10. Introduce yourself to your puppet and ask if it wants to play. (Pretend the puppet is happy.)
11. Invite a child to come practice introducing themselves to the puppet to make it feel comfortable. Tell the child to say their name and invite you to play. Give them the words, "My name is [insert name]. Do you want to play with me?"
 - If appropriate, walk around and allow other children to introduce themselves to the puppet and practise other ways to be a good friend (e.g. smile, say hi, share a toy, offer to hold a hand or a hug)
12. Tell children that good friends help each other, have fun, they share, and they try to make sure they are both happy!

OPTIONAL EXTENSION:

- If children remain engaged and interested, divide children into small groups. Give each group 1 piece of flipchart or large paper and drawing materials. This can also be done with sticks to draw in the sand or dirt. Tell each group to draw a picture of anything they want together. They can practise being good friends by working together and sharing the paper and writing materials.

FACILITATOR'S NOTE:

- The puppet can be a sock, stuffed animal, or made from local materials like sticks and leaves. It should be very simple and can be reused for other sessions.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: “Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share”.)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: “I really liked how you all listened carefully during our opening circle today.”
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today’s session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



STORYTELLING FOR PROBLEM SOLVING

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Solve problems, including through teamwork. 	Session # 3.4
MATERIALS:	<ul style="list-style-type: none"> Drawing materials Puppet Paper 	
PREPARATION:	<ul style="list-style-type: none"> Think of a story to tell prior to the activity. Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and tell a story together!

Storytelling for problem solving activity

15-30 MIN

- Create a story with a lead character (usually an animal) that has a problem relatable to young children (e.g. lost toy). Tell the first half of the story to the children (enough of the story to introduce all the characters and the problem of the main character). Keep the story simple and short. Use a puppet as the lead character of the story.
- Tell children they need to come up with the end of the story together. Walk around and have the puppet ask children what they think should happen next in the story to solve the problem of the lead character.
- Help children decide together as a group how the story ends.

OPTIONAL EXTENSION:

- Ask the children to draw something about the story. Provide options like the animal, the toy etc.

FACILITATOR'S NOTES:

- Note that children can create costumes, masks or puppets and act out the story for their performances from art or local supplies. Facilitators would have to guide this process and feed children one line of the story at a time for them to act out. Children could take turns being the actors and the audience.

Optional: Copy Me**5 MIN**

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

7. Tell children they will do an activity to calm our minds and bodies.
8. Find a space in the room or stand in a circle. Make sure you have enough room.
9. Count to eight: make yourself very long. Like a giraffe.
10. Count to eight: make yourself very small. Like a mouse.
11. Count to eight: make yourself very wide. Like an elephant.
12. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



FIXING PROBLEMS WITH OUR FRIENDS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Resolve conflicts constructively. Solve problems, including through teamwork. 	Session # 3.4
MATERIALS:	<ul style="list-style-type: none"> Toys, markers, or other objects, enough for every two children to receive one Rope or similar object Puppet (optional) 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to fix problems with our friends!

Fixing problems with our friends

15-30 MIN

- Tell children that today we are going to talk about how to resolve (or fix) problems.
- Tell children that resolving problems is something that is very important for our whole lives, and that even grownups need to resolve problems with their friends.
- We try to figure out how to resolve a problem in a way that makes both people happy.
- Give an example:
 - Show a ball (or a marker, or something else that children like).
 - Say:

- *Let's say that you and your friend both want this [ball/marker/other object] and you are arguing about it. You are having a hard time sharing the ball.*
- Ask:
 - *What can you do so that both of you can be happy?*
- Give children time to respond. If they have trouble responding, you can help them. Responses may include:
 - We can take turns—first one person has the [ball/marker/other object], then the other person.
 - We can play with it together (this works better for the ball example than the marker example).
- 5. Say:
 - *Those are great ideas! Now let's see what that would look like. Who can come to the front and pretend to be my friend? (You can also use a puppet here)*
- 6. Choose a volunteer from the children to role-play the scenario with you. The two of you pretend to be children arguing over the [ball/marker/other object]. Then you say, what can we do so both of us are happy? and find a solution together (either taking turns or playing together).
- 7. Ask for a few more volunteers and do the same.
- 8. Tell children that they are doing a great job showing how to resolve problems by waiting your turn and sharing in a way that makes both friends happy.

Optional extension:

- Provide paper and one drawing material (e.g. 1 crayon or marker) to children in pairs and tell them they are going to practise sharing the materials and waiting their turn to draw on the paper. Do this for approximately 5 minutes.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.

- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!

LITERACY



GO ROUND THE CIRCLE

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Oral Language: Speaking Literacy - Oral Language: Listening 	Session # 4.1
MATERIALS:	<ul style="list-style-type: none"> None 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn each other's names and practice talking and listening!

Go round the circle

15-30 MIN

- Say:
 - Today, we're going to play a game. Now, let's sit in a circle.*
- Then say these words in a chant:
 - [Name]
Name] go around the circle,
[Name] go around the circle,
[Name] go around the circle,
Who is next?*

3. After repeating the chant many times, tell children about the rules of the game. Say:
 - *While we all say the chant, one of you will walk around the circle. We will say the chant using the name of that person. When the chant finishes, the person who is walking will touch the head of another child and will sit down. The child whose head was touched now begins walking around the circle just as the other one did, and we will use their name until the next child is chosen.*
4. After a while, include a variation. Choose another child and ask:
 - *How would you like to walk around the circle!! Maybe you can walk like a butterfly, or a bird!*

Other variations could include saying the chant louder or quieter or asking the children to clap whenever they hear a certain word.
5. Do this for approximately 15 minutes with different variations.

ADAPTATIONS:

- Children can play this game in groups to shorten time and to allow every child to walk around the circle once.
- Once the children are familiar with the chant, you can change the words to tell the child what to go around. E.g. instead of "Lili goes around the circle", say "Lili goes around the tree/swings etc."
- Children can suggest other things to go around.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping 	<ul style="list-style-type: none"> • Choose finer movements involving balance 	<ul style="list-style-type: none"> • Make a pattern of movements

<ul style="list-style-type: none"> • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
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Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



LISTENING TO SOUNDS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Oral Language: Listening 	Session # 4.2
MATERIALS:	<ul style="list-style-type: none"> None 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and practice listening to sounds!

Listening to sounds

15-30 MIN

- Say:
 - We are going to play a game where I make a noise, and you try to guess what the noise was without looking! First, look down at your feet or the floor so you can't see what I am doing.
- Then make a noise. It can be any kind of noise, like banging on a table, blowing air out of your mouth loudly, whistling, or tearing paper.
- Say:
 - What was that sound?
 and allow the children to guess.

4. Once they have guessed correctly, make another sound while they are looking away. Do this several times.
5. Once they have gotten good at identifying the sounds, say:
 - *Now I am going to make two sounds, one after another. You will have to tell me what each of them was.*
6. Make two sounds. Some more ideas are pouring liquid, ringing a bell, clapping, opening a door, writing on the blackboard, snapping fingers, sneezing, coughing, eating something, dropping something, clicking with tongue, blowing your nose, hopping, walking, turning a page, rubbing our hands together, or and other noise you can think of.
7. Say:
 - *First, we heard a [allow children to answer], then we heard a [allow children to answer].*
8. Do this for 15-20 minutes or until the children lose interest.
9. Applaud children for being great listeners!

ADAPTATIONS:

- Once the children are good at identifying two noises, do this activity with three or more noises.
- Make a series of sounds. Then repeat the sequence but omit one of the sounds. The children must identify the sound that has been omitted from the second sequence.
- Invite the children to make sounds for their classmates to guess.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
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<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
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Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."

- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



DESCRIBING AN OBJECT

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Oral Language: Vocabulary 	Session # 4.3
MATERIALS:	<ul style="list-style-type: none"> A few, easy to find and familiar small objects (e.g. pencil, rock, stick. etc) 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to describe an object!

Describing an object

15-30 MIN

- Choose an object to describe to the children, it helps if it is an object, you and children can see. For example, you could choose a table, window, or a bicycle.
- Explain that you are going to play a game where the children will help you remember what an object is like. Try to find as many ways as possible to make this fun, either by using sounds, actions, or just your own enthusiasm.
- Using lots of enthusiasm, describe the object you have chosen to the children. For example, if you are describing a bicycle, you can start by saying it has two wheels, handlebars to change direction, is made from metal, etc.
- Then tell the children:

- *Now you are going to describe something too!*
- 5. Divide the children into two groups and ask them to stand in two lines facing one another.
- 6. Explain, you will ask the child facing you to tell you one thing about the fruit [or whatever is being taught]. The child could say something like the colour of the fruit, whether the fruit is big or small, how it tastes, etc.”
- 7. Say:
 - *Now, it is your partner's turn to say something about the same fruit [or whatever else you are teaching: mango, jackfruit, an animal, bird, a certain flower or a vehicle like a bus].*
- 8. Continue for 15-20 minutes or until the children lose interest.

ADAPTATIONS:

- Have a bag or box full of familiar items. Ask one child to come and look into the box and choose one item to describe to the rest of the class. The other children then have to try to guess what item is being described.
- Have the children describe any object you want them to learn more about.
- Place 2 objects in the centre of the circle and one child can describe one of the objects. The others have to guess which one it is. This should be done in a small group with the facilitator. As children get better at this, you can repeat each of these 2 games (describing an object and guess which object) in a small group of 3 or 4 children to encourage more independence among the children.
- Show an object to one child and hide it. This child describes the object, and the other children have to guess what it is without seeing it.
- Put an object (or several) in a mystery bag. One child should put their hands in the bag and describe the object for the other children to guess what it is.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.

- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



ALPHABET SAUCE

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> • Literacy - Reading: Phonological awareness • Literacy - Oral Language: Vocabulary 	Session # 4.4
MATERIALS:	<ul style="list-style-type: none"> • Alphabet sounds cards • Bowl (or another receptacle) • Flipchart 	<ul style="list-style-type: none"> • Paper • Drawing materials (coloured pencils, crayons, or markers)
PREPARATION:	<ul style="list-style-type: none"> • Alphabet sounds cards • Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about the alphabet!

Alphabet sauce

15-30 MIN

1. Say:

Look! I have a bowl of Alphabet Sound Soup. Mmm! Let's stir it and see what we find!"

Pretend to stir, smell, taste, and add silly ingredients (e.g., "a pinch of pickles, a splash of strawberries")

2. Pick a Card and Show the card to the children.
3. Ask:

What is this object / animal? "What sound does the first letter make? Do you know what letter it is?"

4. If they don't know, say: "This is the letter B. It makes the sound /b/ like in banana!"
5. Show or pull out a picture of an object (optional: hide 3–5 images in a bag).

*"What is this a picture of?" (e.g., ball) "What sound does ball start with?"
"Does it match our letter sound?"*

6. Start a sound hunt with objects or pictures in the space:

Say: *Who can think of a word that begins with this letter sound?*

- If yes: celebrate it!

If no: gently explain why (e.g., "Hmm, chair starts with /ch/, not /b/ like ball.")

7. Ask: "Who can think of something else that starts with /b/?"

✎ *Now you can draw a picture of something that begins with this sound*

8. Give the children some time, and they can show their pictures to their friends.
9. Let them show and explain their drawing to friends:

"This is my butterfly! It starts with /b/."

10. Optional: hang the children's drawings on the wall next to the letter B (or whichever is the letter focus of the session). This session can be repeated with different letters.

11. ADAPTATIONS:

- Use visual aids: letter cards and matching picture cards.
- Reinforce mouth movements and sound isolation (e.g., "Can you feel your lips pop for /p/?").
- Vary the pace: Some children will need more time; others will benefit from fast rounds.
- Use a mystery bag with pictures or small toys that begin with different letters for sorting.
- ✎ Make this "Word Sauce" later in the year as the children begin to recognize words. You can also use the names of the children in the classroom.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Have a beginner be the child pulling the sounds cards from the soup. Match them up with someone who can recognize letters. • If you have a multi-language learner, match them with native speakers. 	<ul style="list-style-type: none"> • Have the child say the letter and the sound of the letter to the rest of the class. 	<ul style="list-style-type: none"> • Have the child say the sound and a word that has that sound at the beginning of it. • Give several examples of words with that sound at initial, medial and end of the word.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.

6. Ask:

- *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing**10 MIN**

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



MY LETTER

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> • Literacy - Reading: Letter knowledge • Literacy - Reading: Phonological awareness 	Session # 4.5
MATERIALS:	<ul style="list-style-type: none"> • The alphabet written someplace where everyone can see it • Paper and markers, enough for one per participant 	
PREPARATION:	<ul style="list-style-type: none"> • The alphabet written and posted on flipchart or other so all can see it. • Prepare a rules chart with visuals (to be used in every session). • If possible, do Session 5.4 <i>Alphabet Sauce</i> before this session. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn the first letter of our name!

My letter

15-30 MIN

1. Point at the alphabet and say that today we are going to start by singing the alphabet song:
 - Sing the song all the way through, pointing at each letter as you sing it.
 - Sing the song all the way through a second time, again pointing at each letter as you sing it.
 - The third time, ask if there is a volunteer to come to the front to point at each letter as you sing it.
2. Tell children that each of these letters makes a special sound. Some of them make more than one sound.
3. Choose a letter that makes only one sound, point at it on the alphabet, and say:

- This is the letter... the letter ... makes the sound ...

For example:

- *This is the letter B, the letter B makes the sound bbbbbb.*

4. Tell children that each of us has our own special letter. It is the letter that starts our names.

5. Say:

- *My name is; my name starts with the sound ...; the letter ... makes that sound.*

Point at the first letter of your name in the alphabet and say: My letter is the letter...

6. Ask one of the children for his or her name..

7. After the child says his or her name, repeat it.

8. Say:

- *His/her name is That starts with the sound... The letter.... Makes that sound.*

Point at the letter on the alphabet and tell the child: this is the letter ..., the letter ... is your letter.

Repeat with a few other children.

9. Remind children that every letter makes a sound, and some letters make more than one sound.

10. Tell children that you are going to give them paper and markers, and each person is going to write his or her own letter.

11. Give a piece of paper and a marker to each child.

12. Help children identify the letter that starts their names and help them to copy the letter from the alphabet.

13. Ask children to hold up their letters so you can see and tell them they have done a wonderful job.

14. Ask children to find other children with the same letters.

15. Once all children have found their groups, have each group show and say their letters.

16. Tell children they can bring their letters home with them to show their families.

FACILITATOR'S NOTES:

- Don't worry if their writing is not very neat, these are still young children.

Optional: Copy Me

5 MIN

1. Children stand in a circle.

2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*

- If no music is available, simply have children copy your movements.

3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.

4. Once all the children have copied the movement for a minute, choose a new movement.

5. Continue leading the activity with different movements (see ideas below).

6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.

- Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

- Tell children they will do an activity to calm our minds and bodies.
- Find a space in the room or stand in a circle. Make sure you have enough room.
- Count to eight: make yourself very long. Like a giraffe.
- Count to eight: make yourself very small. Like a mouse.
- Count to eight: make yourself very wide. Like an elephant.
- Ask:
 - Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



ALPHABET BINGO

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> • Literacy - Writing: Print awareness • Literacy - Reading: Letter knowledge 	Session # 4.6
MATERIALS:	<ul style="list-style-type: none"> • Letter cards: Squares of paper, each with one letter of the alphabet written on it • Bingo cards: Make enough for one per child. Cards should have a grid on them, with 9 squares and 1 random in each square. Every card should be different. The pictures should be of recognisable vocabulary e.g. ball, cat, house, etc. • Small stones: 9 per child (you may wish to ask children to bring the stones themselves, but be sure to have extras available in case some children come without) 	
PREPARATION:	<ul style="list-style-type: none"> • Make Bingo cards, one per child. Every card is different. • Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about the alphabet!

Sound bingo

15-30 MIN

1. Say *We're going to play Bingo with pictures! Each picture starts with a sound. You'll listen carefully and see if you have a picture that starts with that sound.*
1. Distribute the Bingo cards, 3 to 5 per child and 3 to 5 stones or tokens.

2. Explain the game:

Show an example card. say: *"This is the sound /s/—like ssssnake or sun. Do you have a picture that starts with /s/?"*

Explain : *if you have matching picture with the same sound, put a stone on the picture. The first one who has all pictures with stones wins Bingo*

Explain : *First child to cover a full line shout "Bingo!"*

Play the game slowly, helping children who are struggling.

3. Play the game a second time.

FACILITATOR'S NOTES:

- Choose familiar, easily recognizable images.
- Emphasize **beginning sounds** (initial phonemes), not letters.
- Keep the pace slow and repeat sounds frequently.
- If a child struggles, guide them with examples : *"Sun starts with /s/. Do you have something that starts the same?"*
- Keep It visual and auditory:
 - Show a large image when saying the sound.
 - Repeat the sound clearly.
 - Support children by asking: *"What's this a picture of? What sound do you hear at the beginning?"*

Adaptation/ possible extension

- Once children are more comfortable, you can add the letter beneath the image to slowly build letter recognition.
- You can switch roles—let children pick a sound and lead the round!

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.

- Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

- Tell children they will do an activity to calm our minds and bodies.
- Find a space in the room or stand in a circle. Make sure you have enough room.
- Count to eight: make yourself very long. Like a giraffe.
- Count to eight: make yourself very small. Like a mouse.
- Count to eight: make yourself very wide. Like an elephant.
- Ask:
 - Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



WRITING OUR NAMES

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> • Literacy - Writing: Writing fluency • Literacy - Writing: Print awareness 	Session # 4.7
MATERIALS:	<ul style="list-style-type: none"> • Blackboard and chalk • Paper • Writing materials 	<ul style="list-style-type: none"> • Sticks (optional) • Dirt, sand, smoothed so that it is flat (optional)
PREPARATION:	<ul style="list-style-type: none"> • Prepare a rules chart with visuals (to be used in every session). • Name cards, one for each child with their name on it. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to write our names!

Writing our names

15-30 MIN

1. Give each child his or her name card.
2. Say:
 - *We are going to write our names on the board!*
3. Call five children to the board. Make sure they bring their name cards.
4. Ask them each to use their name card as a model to write their name on the board or flipchart (If they need help writing, help them or pre-trace on the board or flipchart).
5. Once they have written their name, they should point to it and say it out loud to the class.

6. Continue the activity by asking the next group of five children to come to the board.
7. Do this for all of the children in the class or until the children lose interest. If there are too many children in the class to do it for everyone at the same time, you can continue with the other groups of children the next day.

ADAPTATIONS:

- You can use this activity to take attendance first thing in the morning and for other activities.
- If no blackboard is available, you can use sticks and write in sand or dirt.
- If children have not had experience writing, you can write the name for them first and have them trace it.
- If children are getting restless waiting, provide them with paper so they can practise writing their names or drawing while the other children write on the board/flipchart.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once)

	<ul style="list-style-type: none"> • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
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Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** (For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!

NUMERACY



OBJECT NUMBER LINES

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Number sense 	Session # 5.1
MATERIALS:	<ul style="list-style-type: none"> Chalk (optional) Number cards Classroom objects 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). Number cards (1-10), enough for each child to have one. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about number lines!

Object number lines

15-30 MIN

- Say:
 - We are going to play a game! I will each give you a card with a number on it. You will need to gather the amount of things that your card shows. For example, if your card has a "one" on it, you will gather one thing. If your card has a "two" on it, you will gather two things that are the same as each other. If your card has a "three" on it, you will gather three things that are the same as each other. Does everybody understand?*
- Hand out the number cards and then let the children collect their objects.
- Once they have done this, help them to create a number line with their card and objects. Say:

- Which number comes first! Which is the smallest number? Who collected the fewest number of objects?
4. The child (or children) who had a “1” number card should come forward and place their number on the floor with their object beside it on the far left of the space.
 5. Next invite those who collected two objects to lay down their card and objects to the right of the first objects.
 6. Repeat until all of the cards have been placed in a line on the floor.
 7. Count with the children by pointing to the card and the object. For example: point to the number card 1 and say “one”, then point to the object the child collected and name it, so if they collected a book say—“book”—, then point to the number card two and say “two”, then point to the two objects the child collected and name them, so if they collected 2 cups say “cups.”
 8. After doing this, ask the children to put their objects back where they found them and to return the number cards.

FACILITATOR’S NOTES:

- If you are doing this activity with more than 10 children, don't use any numbers higher than 10, just repeat some of the lower numbers.
- If more than one child receives the same number, instead of making one long number line with duplicate numbers, make several smaller number lines that only use each number once.

ADAPTATIONS:

- Do this activity outside.

LEVEL: BASIC	LEVEL: ADVANCED
<ul style="list-style-type: none"> • To simplify this activity, lay out objects in sets of 1 object, 2 matching objects, 3 matching objects, etc.. and have the children choose a set that matches their number. 	<ul style="list-style-type: none"> • Give the higher numbers to children who are more able with their numbers.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).

6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.

- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: “Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share”.)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: “I really liked how you all listened carefully during our opening circle today.”
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today’s session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



NUMBER CARD GAME

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Operations Numeracy: Number sense 	Session # 5.2
MATERIALS:	<ul style="list-style-type: none"> Number cards (1–10), objects to count (blocks, bottle caps, stones, leaves, etc.), music (optional) 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). Number cards, one for each child. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about numbers!

Count and match

25 MINS

- Say:** "Today, we're going to count with our bodies and with objects!"
 - Hold up a **number card** (e.g., 3), and ask: "Who can jump 3 times with me?"
 - Do it together: "1, 2, 3—stop!"
- Repeat with other motions:**
 - Use actions like claps, stomps, arm circles, hops, or toe touches.
 - Say the number and hold up the number card as you do the action together.
- Count and match with objects:**
 - Place **number cards (1–5)** on the floor or wall.

- Provide a small pile of loose items (e.g., stones or blocks).
- Ask *Find the number 2. Can you put 2 stones next to it?*
- Help them count out loud as they place items.

4. Team Challenge: "Find and Count"

- Divide children into pairs or small groups.
- Call out a number and say *"Find 4 things in the room and bring them here!"*
- Let them count together as they collect and show the group.

5. Sing a number song together (e.g., "1, 2, Buckle My Shoe" or "Five Little Ducks").
 - Reinforce counting and make it fun!

Optional Extensions:

- Add **visual dots or tally marks** to number cards to provide a pictorial representation.
- Ask: *"What comes after 4?" "Can you count backward from 5?"*
- Use finger puppets or toy animals to count sets in small groups.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> ● Choose gross movements ● Clapping ● Stomping feet ● Jumping ● Moving one arm in and out 	<ul style="list-style-type: none"> ● Choose finer movements involving balance ● Putting one foot in and out ● Jumping on one foot ● Walking on the tip of your toes 	<ul style="list-style-type: none"> ● Make a pattern of movements ● Alternate between two movements (jumping on one foot twice and the other once)

	<ul style="list-style-type: none"> • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
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Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



MEASURE WITH YOUR FEET

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Measurement Numeracy: Number sense 	Session # 5.3
MATERIALS:	<ul style="list-style-type: none"> Paper Writing materials Any object (e.g. plastic bottle) 	<ul style="list-style-type: none"> Chalkboard and chalk (optional) Stones (one for each participant)
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to measure using our feet!

Measure with your feet

15-30 MIN

- Say:
 - We are going to measure how long something is by using our feet!*
- Children think of a list of things they would like to measure in length. For example, they could measure a rug, a table, and a path.
- Once they have agreed on what things they are going to measure (at least two), ask:
 - Which do you think is longer, [object one] or [object two]!*
- After they have answered, say:

- *Let's find out!*
5. Show the children how to measure the first object with their feet (by putting their heel at the start of the object and stepping along, putting their next heel to their toes, counting how many steps they need to take). They may find it easier if they do this in partners, one child stepping, and the other child helping the stepping child to line up their heels and toes well and count the number of steps they are taking. Then they can make a record of the measurement on a piece of paper. Let all of the children try it.
 6. Then, have the children measure the second object (if they are working in pairs they should swap roles).
 7. Then say:
 - *Let's see if we were right! How many of you found that [object one] is more feet than [object two]/Is that what we thought?*
 8. Finish by saying:
 - *Now we know that [longer object] is longer than [shorter object]! Great job!*

ADAPTATIONS:

- This activity can be done with things other than feet. The children can measure using blocks, a pencil, their hands, or something else.
- This activity can be done with outdoor objects as well as indoor objects. For example, it can be done with distance:
 - *What is farther? The distance from the school door to the tree, or from the tree to the fence!*

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Measure small simple items such as the length of a table, making sure that the child uses the feet with no space between. • Keep measurements of them along the floor. 	<ul style="list-style-type: none"> • Children can measure items of height. 	<ul style="list-style-type: none"> • Students can measure length, height, and depth.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).

6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.

- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: “Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share”.)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: “I really liked how you all listened carefully during our opening circle today.”
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today’s session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



STICK SHAPES

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Geometry 	Session # 5.4
MATERIALS:	<ul style="list-style-type: none"> Shape cards Sticks (or toothpicks, beads, pebbles, bottle caps, shells etc.) 	
PREPARATION:	<ul style="list-style-type: none"> Prepare a rules chart with visuals (to be used in every session). Prepare cards with shapes (circle, square, rectangle, triangle, rhombus) 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of **'be kind'** that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about shapes!

Stick Shapes

15-30 MIN

- Give each child a card on a piece of paper with the shape that the children are focusing on that session drawn onto it clearly.
- Next, draw the shape on the board or flipchart and say its name.
- Show the children how to trace the shape with their fingers. Describe the shape, making note if it has straight lines, curves, or angles.
- Next, give each child several sticks (or toothpicks, beads, pebbles, bottle caps etc.) and show them how to trace the shape with the sticks by laying them on the outline of the shape.

5. Let them try to do this with different types of materials. For example, if they make a square out of sticks first, let them make a square out of pebbles or rocks next.
6. After they have done this a few times, congratulate them on learning about that shape.

ADAPTATIONS:

- For an outside activity, trace a very large version of the shape in the ground using a stick. Have the children work together to trace the shape using rocks, big sticks, or their own bodies (everyone stands on the line to make the shape).
- Ask the children to collect the materials that you will use to make the shape. Consider letting them choose which materials from outside would be most helpful for making the shape that is drawn on their paper. Encourage them to think about the width and length and shape of the materials they might want in comparison to the shape that is drawn on their paper. Let them take their papers outside to help them find a good match.
- If there aren't enough materials, have the children work in pairs or small groups and take turns.

Optional: Copy Me**5 MIN**

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once)

	<ul style="list-style-type: none"> • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
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Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!

LIFE SAVING LEARNING



EMERGENCY CONTACT

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Know who to speak to in case of an emergency. Protect yourself from risks. 	Session # 6.1
MATERIALS:	<ul style="list-style-type: none"> A4 paper Writing/drawing materials 	
PREPARATION:	<ul style="list-style-type: none"> Example of your own safe person (or people) drawing. Prepare a rules chart with visuals (to be used in every session). 	

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.

- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn about a safe person we can count on when we need help!

Optional: Copy Me

5 MIN

- Children stand in a circle.
- Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
- Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
- Once all the children have copied the movement for a minute, choose a new movement.
- Continue leading the activity with different movements (see ideas below).

6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle and provide support if necessary.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing or sitting in front of one another in pairs.
- Allow children to suggest movements to promote inclusivity, particularly of children with disabilities.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Emergency contact details

15-30 MIN

9. Tell children they will talk about a safe person (or safe people) in their lives.
10. Explain that a safe person is someone who can help you if you need it. For example, if you are lost, a safe person can help you find your house and family.
11. Teach children a call and response about identifying a safe person:
 - Say, "If you're lost and all alone, who can help you find your home?"
 - "Safe person!"
12. Ask children to share who are safe people in their lives.
13. Give each child a sheet of A4 paper and ask them to draw a picture of safe people in their lives. This can be their family members and/ or people who take care of them (could include teacher, Imam, neighbours, older siblings, Majhi etc.).
14. If they know the full names (first and second name) of the people they feel safe with, have them write the names beside the picture. If they cannot yet write, spend time with each child helping them to name each person identified in the drawing. Many children may not know the first and second name of the people they feel safe around.

15. Explain to children how important it is to remember the full names of these people so should they ever get lost, they can easily be reunited.

16. Reinforce the key messages:

- Knowing the full names of adults that you trust and the name of your close adults will help in case you ever get separated from your family.
- Knowing how to describe where you live will help adults to reunite you with your family if you ever get separated.

ADAPTATIONS:

- For 6 year olds, repeat this session and extend it to include children drawing a picture of their home and its surrounding area. Have them identify key landmarks around the surrounding area. If they know their address, have them practice saying it.

FACILITATOR'S NOTE(S):

- Remind children this activity will help keep them safe.
- If applicable: Help children to identify information using registration records, knowledge of community structures and key contacts etc.
- If applicable: If children do not know their "address", use registration records or your knowledge of the community to identify the camp, zone and block and support them to write this information on their drawing.
- Follow up with the caregivers and encourage them to teach their children their full names.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: “Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share”.)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: “I really liked how you all listened carefully during our opening circle today.”
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today’s session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session.



EVACUATION DRILLS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.2
MATERIALS:	<ul style="list-style-type: none"> None. 	
PREPARATION:	<ul style="list-style-type: none"> Identify a meeting area close enough to the safe space to ensure accessibility for all children but far enough away to ensure safety. This may be a different location for fire, and flood. Be clear about this, and practise for all locations, if necessary. Identify any children who may need additional support during a drill – the practice drills will help you better identify these children. Prepare an evacuation drill chart with visuals (optional) Create a visual that can be re-used to help children remember the 4 rules: <ul style="list-style-type: none"> Find a buddy (picture or drawing of two children holding hands) Line up (picture or drawing of two rows of children in line) Stay quiet (picture or drawing of finger to lips showing the 'shh' sign) Walk (picture or drawing of children walking). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn our meeting place if we need to leave, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

- Children stand in a circle.

2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Evacuation Drills

15-30 MIN

1. **Explain the Drill:**
 - Sometimes, we need to leave our space and go to a safe meeting place.
 - Facilitator should provide context specific examples of when we may need to evacuate and link this to the relevant session e.g. Floods
 - Today, we'll practise how to do that safely, so we all know what to do. I will be giving you the instructions to help us get out of the space safely.
2. **Introduce the steps clearly:**
 - **Listen** – Quiet allows us to hear instructions.
 - **Find a buddy** – Stay with someone near you for support.

- **Line up** – Line up in an orderly way so we can leave together.
- **Walk** – Walk at a steady pace to avoid accidents or delays.

3. Practice the Steps with a Game:

Play “Teacher Says” to reinforce the steps:

- “Teacher says... find a friend close to you.”
- “Teacher says... make a line with your friend.”
- “Teacher says... stay quiet.”
- “Teacher says... walk with me.”

4. Walk to the Meeting Place:

- Practice walking together quietly to the safe meeting place.
- Once there, explain: “This is our safe meeting place if we ever need to leave.”
- Bring the attendance sheet to the meeting place and ensure everyone is accounted for

5. Return and Review:

Walk back to the classroom and review what went well, e.g.:

- “You stayed quiet and could hear my instructions—great job!”
- “You walked safely and didn’t rush—fantastic!”

Reassure them: “We will keep practising so everyone knows how to stay safe.”

6. Use Visuals:

Create a reusable chart showing the 4 steps:

- **Find a buddy** (picture of two children holding hands)
- **Line up** (picture of children in rows)
- **Stay quiet** (finger to lips “shh” sign)
- **Walk** (children walking calmly).

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing**10 MIN**

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



HANDWASHING

55-65 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.3
MATERIALS:	<ul style="list-style-type: none"> Clean water and soap for handwashing 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about any disease outbreaks available from local authorities, health service providers, and WASH teams and adapt the key messages below to reflect local guidance. It is important that this session addresses any local stigma around seeking medical help. Ensure that the team has reviewed this session and adapted it accordingly. It is highly recommended for this to be a joint session with caregivers so that caregivers can hear and reinforce the same key messaging. If you are conducting this session in an area that has already been affected by a significant disease outbreak, the content of this session may be sensitive in nature.. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques. This session includes physical activities which may require adaptation for children with disabilities. Consult with children with disabilities and their caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. The session includes activities that involve children touching each other. These may not be appropriate in cases when an active disease outbreak is ongoing that could be exacerbated by children touching one another (e.g. mpox). 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe and healthy through handwashing. We will calm our bodies and minds, clean up, sing our good-bye song and go home.

Why is it important to wash our hands?

5 MIN

1. Explain that today we will learn about why it is important to wash our hands.
2. Ask, *has anyone here ever had a sore tummy or felt sick? Has anyone had a cough or a sore throat?* Explain that no matter who we are, everyone gets sick sometimes. *Some sicknesses are caused by tiny germs. These are so tiny we cannot see them – they are smaller than even a grain of sand!*
3. Ask children to look at their hands. *Look really closely – can you see anything?* Reinforce that we can't see germs.
4. Tell children that our bodies are really good at fighting off germs but there are things that we can do to help, like washing our hands.

Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop germs that can make us sick.
2. Say: *First let's talk about when we should wash our hands. Ask children when they think it is important to wash hands.*
3. Say: *we should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth nose, mouth or eyes, after touching or throwing away our garbage, after playing with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*
 - Step 1: Wet hands with running water
 - Step 2: Apply enough soap to cover wet hands
 - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
 - Step 4: Rinse thoroughly with running water
 - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to children that lasts around 20-30 seconds, sing this song as children practice taking turns washing their hands so they know how long to wash. *Or use this song (to the tune of row, row, row your boat):*
 - Wash, Wash, Wash your hands
 - Wash them nice and clean.
 - Scrub them here (with hand motion scrubbing together)
 - Scrub them there (with hand motion scrubbing tops of hands)
 - And scrub them in between (with hand motion scrubbing between fingers).

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate the key messages.
2. Remind children that anyone can get sick. Germs don't know our age, our gender, where we live, or who we are. What matters is the actions we take.
3. If we think someone might be sick, we can tell an adult and give them plenty of space until they are feeling better.
4. If you are feeling sick, tell an adult who can help you.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



FIRE PREPAREDNESS (1)

45-60 MIN

TOPICS: • Protect yourself from risks.

Session #
6.4.1

MATERIALS: • Optional: puppet

PREPARATION: • None.



The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

This session contains three actions that can be taken in case of fire. It might be necessary to divide these activities over two sessions, as well as revisiting these actions again at a later time by asking questions like, "Who can remind me what to do if there is a lot of smoke?"

This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children.

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

1. Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
2. Take attendance (if appropriate) or count attendees.
3. Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



4. Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe from fires, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.
- Allow children to suggest movements to promote inclusivity, particularly of children with disabilities.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose big movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Fire safety - Part I

15-30 MIN

1. Tell children they are going to learn about fires and how to stay safe.
2. Say, *fire can be very useful. What do we use fire for?*
 - Say, *fire can be useful for cooking, heating water to clean ourselves, and keeping warm in your home.*

3. Ask, *why should we be careful with fire?*

- Say, *fire can also be dangerous and hurt us. For example, fire on your clothing is a bad fire. If our home or safe space catches on fire, that is a bad fire too.*

4. Say, *it helps keep us safe to know what to do in case of a fire. We're going to play some games so we can practise how to stay safe in fire situations.*

Stop, Drop and Roll - The Firefighter says...

5. Explain Stop, Drop and Roll. Say, *if your clothing were to ever catch fire, you can stop, drop, and roll the fire out. Stop, drop and roll.* Ask children to repeat the phrase.
6. Demonstrate Stop, Drop and Roll. If needed, lay a blanket, towel, or large piece of paper on the floor before doing so.
7. Say, *we are going to play a game to practise Stop, Drop and Roll. "The Firefighter says...", just like Simon Says, when I say, The Firefighter says... you have to do that action. For example, the firefighter says touch your head (children touch their head).*
8. Play The Firefighter Says. You can say, The Firefighter says...
 - Stop (or freeze)
 - Drop (to the floor and lie down)
 - Cover your face (with your hands)
 - Roll on the floor (if helpful, say 3 times)
 - Stand up



9. **Emphasise that** Fires can happen, but it's important to remember that most people never experience one.

Even if there is a fire, there are lots of ways to stay safe. That's why we practice things like Stop, Drop, and Roll or Get Low and Go (crouch or walk while bending and look for a safe exit and go)—to make sure we know exactly what to do.

And remember, there are always adults, like parents, teachers, or firefighters, who are there to help keep us safe. By learning these safety steps, you're being super smart and ready to stay safe.

FACILITATOR'S NOTES:

Key messages:

- To prevent fire, never play with sockets or wires, matches, gas lighters or candles...
- In case of a fire, shout "Fire"!
- If your clothes catch fire, stop, drop and roll!

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.


- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



FIRE PREPAREDNESS (2)

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.4.2
MATERIALS:	<ul style="list-style-type: none"> Large blanket, towel, cloth or piece of paper Optional: puppet 	
PREPARATION:	<ul style="list-style-type: none"> None. 	



The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs and symptoms of stress or distress and feel confident to support children and adolescents using PFA techniques.

This session contains three actions that can be taken in case of fire. It might be necessary to divide these activities over two sessions, as well as revisiting these actions again at a later time by asking questions like, “Who can remind me what to do if there is a lot of smoke?”.

This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children.

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

1. Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
2. Take attendance (if appropriate) or count attendees.
3. Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



4. Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe from fires, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.
- Allow children to suggest movements to promote inclusivity, particularly of children with disabilities.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose big movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Fire safety - Part II

15-30

MIN

1. Tell children that today we are going to practice fire safety again
2. Ask: *Can anyone remind me why we should be careful around fire? What should a person do if their clothes catch on fire?*

3. Recap the steps: Stop, Drop, Roll. Ask for a volunteer to demonstrate these steps.
4. Tell children that today we are going to practice what to do in case there is lots of smoke.

Get Low and Go

5. Explain Get Low and Go. Say, *sometimes fires cause a lot of smoke. To escape from the fire and smoke, get low and go. Repeat after me.* Ask children to repeat the phrase.
6. Demonstrate. If needed, place a blanket, tarp, towel or large piece of paper on the floor.
 - Say, *get low means you get low on the ground- Get on all fours close to the floor*
 - *Go means you crawl towards the door or exit - Crawl to demonstrate*
 - *Don't forget to call FIRE - Shout FIRE! FIRE!*
7. Say, *we are going to practise how to stay low, crawl.*
 - Explain the game. I am going to make a loud sound, like an alarm or clapping loudly, and you will stay low, crawl and call - crawl towards the door.
 -
 - Ask the children to point to the door or exit so they all know where they are going.
 - Make sure children know where to exit by marking the space with 'Exit'. Practise this 1-3 times for children to learn how to crawl slowly and remain low.
 - For all children, ask them to go as low as possible if they can't crawl and/or the space is not safe (e.g. outdoors and gravel is not safe to crawl on).
8. **Emphasise** that Fires can happen, but it's important to remember that most people never experience one. Even if there is a fire, there are lots of ways to stay safe.

That's why we practice things like Stop, Drop, and Roll or Get Low and Go—to make sure we know exactly what to do.

And remember, there are always adults, like parents, teachers, or firefighters, who are there to help keep us safe. By learning these safety steps, you're being super smart and ready to stay safe.



VARIATION(S):

- Use a large cloth (or long rope, broomstick etc) and ask children volunteers to hold it above the heads of the children to practise crawling low. Tell them the cloth or rope is smoke, and they have to go under it. Once they have passed through, they must shout FIRE.

FACILITATOR'S NOTES:

Key messages:

- To prevent fire, never play with sockets or wires, matches, gas lighters or candles...
- In case of a fire, shout "Fire"!
- If your clothes catch fire, stop, drop and roll!
- In fire and smoke, get low and go - crawl under smoke and go outside. Shout "Fire"!

Cooling down: Long, small and wide**5 MIN**

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing**10 MIN**

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



FIRE PREPAREDNESS (3)

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.4.3
MATERIALS:	<ul style="list-style-type: none"> Clean water Optional: puppet 	
PREPARATION:	<ul style="list-style-type: none"> None. 	



The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs and symptoms of stress or distress and feel confident to support children and adolescents using PFA techniques.

This session contains three actions that can be taken in case of fire. It might be necessary to divide these activities over two sessions, as well as revisiting these actions again at a later time by asking questions like, "Who can remind me what to do if there is a lot of smoke?"

This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children..

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe from fires, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.
- Allow children to suggest movements to promote inclusivity, particularly of children with disabilities.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose big movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Fire safety - Part III

15-30 MIN

1. Tell children that today we are going to practice fire safety again
2. Ask *Can anyone remind me why we should be careful around fire? What should a person do if their clothes catch on fire? What should we do if there is a lot of smoke*
3. Recap the steps: Stop, Drop, Roll. Ask for a volunteer to demonstrate these steps.

4. Recap the steps: Get low and go. Ask for a volunteer to demonstrate these steps.

Cool and Call

5. Explain that fire can also burn us. A burn feels hot on the skin, hurts, and we might be able to see a change to our skin (redder or darker).
6. Say, *if you ever get a burn from heat or fire, you can **Cool and Call***. Have children repeat the phrase.
7. Demonstrate. You can also use a puppet for this.
 - Pretend to have a burn on your hand (e.g. like you touched a hot pan). Say, *ouch, I burned my hand!*
 - Pour water on your hand or pretend to run your hand under a tap (do what makes most sense for the context). Say, *I am cooling the burn.*
 - Call for help. Say, *Help! I burned my hand!*
8. Say that if there is no water nearby, we should immediately call for help instead.
9. Explain that we are going to practice everything we've learned about fire safety so far.
10. Ask children to come up in small groups. Say you are going to give them one word and they must show you the actions.
 - If I say 'clothes' I want you to show me Stop, Drop, and Roll
 - If I say 'smoke' I want you to show me Get Low and Go
 - If I say 'burn' I want you to show me Cool and Call
 - If I say 'fire' I want you to shout back FIRE in a big voice
11. Emphasise **that** Fires can happen, but it's important to remember that most people never experience one. Even if there is a fire, there are lots of ways to stay safe.

That's why we practice things like Stop, Drop, and Roll or Get Low and Go—to make sure we know exactly what to do.

And remember, there are always adults, like parents, teachers, or firefighters, who are there to help keep us safe. By learning these safety steps, you're being super smart and ready to stay safe.

FACILITATOR'S NOTES:

Key messages:

To prevent fire, never play with sockets or wires, matches, gas lighters or candles...

- In case of a fire, shout "Fire"!
- If your clothes catch fire, stop, drop and roll!
- In fire and smoke, get low and go - crawl under smoke and go outside. Shout "Fire"!
- Cool a burn with clean water

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.

4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



ROADSIDE SAFETY

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.5
MATERIALS:	<ul style="list-style-type: none"> Chalk, stones, or sticks 	
PREPARATION:	<ul style="list-style-type: none"> Ahead of the session find a suitable space, either inside or outside, where you can create a 'road' using either chalk, stones, sticks, or some other way of demarcating 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe near roads and vehicles, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

- Children stand in a circle.
- Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
- Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
- Once all the children have copied the movement for a minute, choose a new movement.
- Continue leading the activity with different movements (see ideas below).

6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue about 4-7 rounds and stop before the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.
- Allow children to suggest movements to promote inclusivity, particularly of children with disabilities.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Roadside Safety**15-30 MIN**

1. Say that today we are going to practice how to be safe when we are near roads
2. Ask *Does anyone live near a road? Or cross a road during their day? What do we need to watch out for when we are near a road?*
3. Ask *what other things use the road?* Explain that cars, bikes, trucks and other vehicles move very fast, so we have to stay far from them when we are walking near or crossing a road.
4. Show children the road you have set up prior to the session. Explain that we are going to practice crossing the road safely.
5. **Role play:**
 - Ask for an adult or an older child to act as a car on the road.
 - Demonstrate how to cross the road safely by first stopping, then looking both ways and listening to check for any vehicles and thinking about whether they have enough time and when it is safe to cross.
 - Remind children to stay close to the adult or older person who they are with.
 - Remind children that they must continue checking as they cross the road.

6. After the demonstration, let children practice crossing the road one by one, looking out for the car by looking one way and then the other way, then back the other way again. Encourage them to say 'Stop, Look, Listen, Think' as they do these actions.
7. Next practice walking beside the road, keeping a safe distance. Explain that it is better to face the vehicles so they can see you and you can see them.

ADAPTATIONS:

- Depending on your context, this session might be part of a road safety plan which supports children to walk to the safe space in groups or with a volunteer adult.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN


- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh, etc.) from today's session.
- When children are comfortable with you, you can directly call on a few by name to share.
- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.

- Tell children you will be happy to see them in the next session!



AIRSTRIKES/BOMBINGS PREPAREDNESS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.6
MATERIALS:	<ul style="list-style-type: none"> None. 	
PREPARATION:	<ul style="list-style-type: none"> This session is context specific. It is important to share guidance that is consistent with local best practices on safety during airstrikes or bombings. The activities below reinforce listening to adults to stay safe and must be adapted for your context. If possible, involve caregivers in this session so that children and adults can practice these steps together. Work with children and caregivers with disabilities to adapt the exercise to children's physical needs and caregivers' responsibilities in the context of preparing for air strikes or bombings 	
<p> The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p> <p>This session should be scheduled alongside the Lifesaving Learning sessions 'Evacuation Drills' and 'Emergency Contact'.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Give concrete examples of 'be kind' that are relevant for the context such as sharing pencils, including others in your games, helping someone to tidy up.
- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe during airstrikes and bombings, calm our bodies and minds, clean up, sing our good-bye song and go home.

Airstrikes/Bombings Preparedness

15-30 MIN

1. Ask, *does anyone know what an airstrike is?*
2. Say: *Today we are going to talk about how to stay safe if there is an airstrike. An airstrike is when a loud noise happens outside, caused by planes in the sky, and is followed by an explosion.*
3. When an airstrike happens it is important to listen carefully to and follow the instruction of grown-ups who can keep you safe. We are going to play a game to practice listening and doing.

FACILITATOR'S NOTES:

The below steps are an example only and assume that children are inside a building when an airstrike happens. If you work in a camp setting or if there are specified bomb shelters in your context, share the relevant steps that people would take to get themselves to safety.

4. Tell children there are (4) things that can help us to stay safe when there is an airstrike on a building:
 - Example: Move away from windows and doors
 - Example: Go under a strong piece of furniture
 - Example: Lie flat on the ground, cover your ears and slightly open your mouth
 - Example: breathe in and out slowly to calm ourselves
5. Say, *We are going to play a game called 'Teacher says'. I am going to say, The teacher says...an action, and you have to do what I say. Let's practice. The teacher says, touch your head, Teacher says, sit down.*
6. Practice the same game using the airstrike safety actions. First:
 - Walk with the children to find the place in the room furthest from doors and windows.
 - Explore the furniture in the room. Ask, *does this piece of furniture look strong? Can we fit underneath it? Will it protect our heads?*
 - Practice lying flat on the ground, covering ears, and slightly opening mouth
7. Once children are familiar with these actions, practise 'The Teacher Says' game with children to go over the steps for during an airstrike. Do this in **smaller groups** with the support of caregivers if they are participating in your session.
8. Say, *The teacher says...*
 - *Windows and doors* (children must move away from windows and doors)
 - *Furniture* (children must go under a suitable, safe, and sturdy piece of furniture)
 - *Ground* (children lie flat on the ground, cover your ears and slightly open their mouth)
 - *Breathe* (children practice breathing in slowly through their nose – like smelling a flower – and breathing out slowly through their mouths – like blowing out a candle). Children should breathe into a sleeve, scarf or cloth, if possible, to limit the inhalation dust.
9. When everyone has had a go, tell the children what went well and what they need to practise:
 - *You stayed so quiet during our practice! That means you could hear my instructions and that helps keep you safe. Good job!*

- *You walked to the safest space in the room! This keeps yourself and your friends safe from falling. That was great!*

10. Create a visual that can be re-used to help children remember the actions.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue about 4-7 rounds and stop before the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.
- Allow children to suggest movements to promote inclusivity, particularly of children with disabilities.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.


When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



MPOX SAFETY

60-90 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.7
MATERIALS:	<ul style="list-style-type: none"> Water and soap for handwashing 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about mpox available from local authorities or health service providers and adapt the key messages below to reflect local guidance. If local guidance is not available in your location refer to SCI mpox SharePoint here. It is highly recommended for this to be a joint session with caregivers so that caregivers can hear and reinforce the same key messaging. If you are conducting this session in an area that has already been affected by mpox, the content of this session may be sensitive. This session also includes physical activities which may require adaptation for children with reduced mobility. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. This session could be repeated multiple times to ensure children learn the key messages and remember them. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe from the mpox virus. We will calm our bodies and minds, clean up, sing our good-bye song and go home.

Introduction to Mpox

15-30 MIN

1. Explain that today we will learn about viruses.
2. Ask, *has anyone here ever been sick with a fever or a cough?* (This question may be sensitive if there is a concerning disease outbreak and this could potentially cause stigma, adapt as needed)
3. Explain that no matter who we are, everyone gets sick sometimes. Some sicknesses are caused by viruses which are tiny germs. These are so tiny we cannot see them – they are smaller than even a grain of sand! Because we cannot see viruses, we need to work together to stop them from spreading.
4. Say, *viruses need people, animals, or objects to help them travel. Thinking about viruses might make us feel scared, and that's normal, but there are lots of actions we can take to stop viruses spreading. These include:*
 - Wash your hands with soap and water, or with hand sanitizer
 - Do not touch your eyes, nose or mouth if your hands are not clean
 - Check for any scratches, tear or broken skin and cover them up
 - Avoid touching animals, if you do wash your hands after
 - Open windows to let in fresh air
 - Use separate cups, bowls, or plates
 - Tell an adult if you are feeling unwell

FACILITATOR'S NOTES:

- For the youngest children, limit the number of steps, and focus on washing hands and using different cups.

Teamwork against viruses

20-30 MIN

1. We are going to play a game now to practice working together to stop viruses from spreading.
2. Say *first let's create an action for each of the steps.* Introduce actions for washing hands, opening windows, using separate cups, checking for scratches. Keep the actions very simple. They should just act as a reminder, so for 'separate cups' children can pretend to drink from a cup.
3. With caregivers' support, practice each of the actions together.
4. Next, ask children to walk around the space. Say that you (the facilitator) will have the virus.
5. You are going to say some children's names. When children hear their names, they need to freeze – they have come into contact with the virus!
6. Tell the rest of the group – we need your help! Let's do the actions so we can unfreeze our friends.
7. Ask a caregiver to say one of the actions e.g. 'wash hands' - all the children must show the action for washing hands.

8. Repeat this for all actions and until all children have been frozen and unfrozen. Make sure all children have been frozen so that you can emphasize that anyone can catch a virus.
9. Say: *Well done for keeping yourselves and your friends safe!*

Activity: Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop Mpox spreading.
2. Say: *First let's talk about **when** we should wash our hands.* Ask children when they think it is important to wash hands.
3. Say: *We should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth, nose or mouth, after touching waste, after coming into contact with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*
 - Step 1: Wet hands with running water
 - Step 2: Apply enough soap to cover wet hands
 - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
 - Step 4: Rinse thoroughly with running water
 - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to children that lasts around 20-30 seconds, sing this song as children practice taking turns washing their hands so they know how long to wash. **Or use this song (to the tune of row, row, row your boat):**
 - Wash, Wash, Wash your hands
 - Wash them nice and clean.
 - Scrub them here (with hand motion scrubbing together)
 - Scrub them there (with hand motion scrubbing tops of hands)
 - And scrub them in between (with hand motion scrubbing between fingers).

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate some key messages.
2. Remind children that viruses can infect anyone. They don't know our age, our gender, where we live, or who we are. What matters is the actions we take.
3. If we think someone might be sick, we can practice these actions and give them plenty of space until they are feeling better.
4. If you are feeling sick, tell an adult who can help you.
5. If you know you have mpox, here are some things you can do to look after yourself and others:
 - Drink lots of water
 - Rest as much as possible
 - Try not to scratch your rash

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.


When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



CHOLERA SAFETY

60-90 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.8
MATERIALS:	<ul style="list-style-type: none"> Clean water and soap for handwashing 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about cholera available from local authorities, health service providers, health and WASH teams and adapt the key messages below to reflect local guidance. If local guidance is not available in your location refer to the WHO Guidance here. Ahead of the session, ensure you have information about where families can receive medical attention and share this with children and adolescents. This includes where families can get oral rehydration solution (ORS) or how they can make their own. It is important that this session addresses any local stigma around seeking help during a cholera outbreak. Ensure that the team has reviewed this session and adapted it accordingly. It is highly recommended for this to be a joint session with caregivers so that caregivers can hear and reinforce the same key messaging. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe from cholera. We will calm our bodies and minds, clean up, sing our good-bye song and go home.

What is cholera?

15-30 MIN

1. Explain that today we will learn about a sickness called cholera.
2. Ask, *has anyone here ever had a sore tummy or felt sick?* Explain that no matter who we are, everyone gets sick sometimes. Some sicknesses are caused by bacteria which are tiny germs. These are so tiny we cannot see them – they are smaller than even a grain of sand!
3. Ask children to look at their hands. *Look really closely – can you see anything?* Reinforce that germs can't be seen.
4. Explain:
 - Even though you cannot see bacteria, we can get them on our hands, especially when we are doing things like going to the toilet, touching dirty things, or if we are with sick people or animals.
 - Because we cannot see bacteria, we need to work together to stop them from spreading.
 - One type of bacteria can give us a sickness called cholera. Cholera germs live in unsafe water, this is water that is (contaminated) mixed with dirty water specifically from toilets and latrines. If someone drinks that unsafe water or eats food washed in it or prepared with knives or cutting boards where the cholera germ is living, the cholera germ can get inside them and make them feel sick.
 - Cholera can make us suddenly vomit a lot and have watery poo / diarrhea.
 - Sometimes people get sick because of cholera, sometimes people get sick because of other germs – today we are talking about how to stay safe from cholera.
5. Say, *even if we are not feeling unwell, we might still be carrying germs which can make ourselves or others sick. Thinking about cholera might make us feel scared, and that's normal, but there are lots of actions we can take to stop cholera spreading. These include:*
 - Wash your hands with soap and water regularly and at critical times (For caregivers: or children can be helped to use hand sanitizer if water and soap not available)
 - Drink safe water! Remember you can't always see if water is clean or dirty because germs are so small. If you aren't sure if water is safe, ask an adult on whether the water has been treated
 - Wash away poo germs! After you go to the toilet, wash your hands with soap and water every single time.
 - Don't eat food from the street without permission
 - Tell an adult as soon as you are feel nauseous (like you need to vomit) or have diarrhea

FACILITATOR'S NOTES:

- Cholera spreads through poo – children of this age find poo funny! You can use silly actions and jokes about poo to help children remember how to avoid cholera germs.
- For the youngest children, limit the number of steps, and focus on washing hands and safe water.

- For caregivers to remember: If your child is vomiting and has diarrhea, seek medical attention immediately. If you have access to safe drinking water and oral rehydration salts, give little sips frequently to your child while you seek medical attention. It is important to act quickly.

Teamwork against cholera

20-30 MIN

1. We are going to play a game now to practice working together to stop cholera from spreading and to get help if we are sick.
2. Say: *first let's create an action for each of the steps.*
 - Introduce actions for washing hands
 - An action for drinking safe water
 - An action for cleaning/cooking food
 - An action and a phrase for telling an adult

They can be very simple actions which you can create with suggestions from the children.

With caregivers' support, practice each of the actions together.

3. Next ask children to walk around the space.
4. You are going to say some children's names. When children hear their names, they need to freeze – they have come into contact with a cholera germ!
5. Tell the rest of the group – we need your help! Let's do the actions so we can unfreeze our friends.
6. Repeat this for all actions and until all children have been frozen and unfrozen. Make sure all children have been frozen so that you can emphasize that anyone can get cholera.
7. Ask a caregiver to say one of the actions e.g. 'wash hands' – all the children must show the action for washing hands.
8. Say *Well done for keeping yourselves and your friends safe!*

FACILITATOR'S NOTES:

- Cholera spreads through poo – children of this age find poo funny! You can use silly actions and jokes about poo to help children remember how to avoid cholera germs.
- For the youngest children, limit the number of steps, and focus on washing hands and safe water.
- Optional: If caregivers are involved in the session, add an additional action for caregivers only which communicates 'seek medical attention'.

Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop cholera spreading.
2. Say: *First let's talk about **when** we should wash our hands.* Ask children when they think it is important to wash hands.
3. Say: *We should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth, nose or mouth, after touching waste, after coming into contact with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*

- Step 1: Wet hands with running water
 - Step 2: Apply enough soap to cover wet hands
 - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
 - Step 4: Rinse thoroughly with running water
 - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to children that lasts around 20-30 seconds, sing this song as children practice taking turns washing their hands so they know how long to wash. Or use this song (to the tune of row, row, row your boat):
- Wash, Wash, Wash your hands
 - Wash them nice and clean.
 - Scrub them here (with hand motion scrubbing together)
 - Scrub them there (with hand motion scrubbing tops of hands)
 - And scrub them in between (with hand motion scrubbing between fingers).

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate the key messages.
2. Remind children that anyone can get sick. Germs don't know our age, our gender, where we live, or who we are. What matters is the actions we take.
3. If we think someone might be sick, we can tell an adult and give them plenty of space until they are feeling better. If someone is feeling sick, giving hugs and kisses and touching might help the germs spread. Instead, we can show we care by using kind words, singing a song to help them smile, or drawing them a picture of a favorite thing.
4. If you are feeling sick, tell an adult who can help you.
5. **For caregivers:** If your child is vomiting and has diarrhea, seek medical attention immediately. Provide clean drinking water and oral rehydration salts in the meantime if available.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.


When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



COLD WAVE PREPAREDNESS

60-90 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.9
MATERIALS:	<ul style="list-style-type: none"> Some additional layers of clothing, including outer wear like a coat, gloves, scarf, and hat. 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about cold weather warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance. Share information with adolescents, children and caregivers about any winter kit distributions or winterization activities. It is a good idea to involve caregivers in this session so that the same messaging is shared. This session also includes physical activities which may require adaptation for children with reduced mobility. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities. (Say out loud every movement change to accommodate children with sensory disabilities e.g hearing challenges.)

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe. We will calm our bodies and minds, clean up, sing our good-bye song and go home.

It's cold outside

15 MIN

1. Explain that today we will learn about how to keep warm in the cold weather.
2. Ask, *what is the weather like outside now?*
3. Discuss if it is wet, or dry, or if it is snowing. Perhaps the sun is shining but it's still cold.
4. Ask, *what are some things we can do to keep warm in the cold weather?*
5. Collect some different answers from the children – about what we wear, what we do, how we behave.

Moving our bodies to keep warm

20 MIN

1. Say *Our bodies are amazing! They work hard to keep us warm when it's cold, and cool us down when it's hot, but there are things we can do to help.*
2. We are going to see if we can get our bodies to warm up!
3. Ask children to stand somewhere in the room where they can see you, and have space to stretch their arms out
4. Lead children through the following exercises:
 - **Jumping jacks / star jumps:** ask children to spread their arms and legs out in a star shape and then bring them back in towards their bodies. Repeat these jumps 5 times.
 - **Running on the spot:** ask children to run as fast as they can while you count backwards from 10.
 - **Windmill arms:** ask children to stand up straight and then move their arms in circles to warm up their arms and shoulder. Do 5 circles forwards, and 5 circles backwards.
 - Add in other movements that children are familiar with or would enjoy – hopping on one leg, or maybe a dance move.
 - Adapt these movements to ensure that all children can participate.
 - Tell children not to exercise so vigorously that they start sweating, because when they cool down, they will be colder than before!
5. After a minute or two of these exercises, ask children to stop and stand very still. If they are comfortable, they can close their eyes, otherwise ask them to pay attention to their bodies and how they feel.
6. Ask *What do you notice? About your breathing? About your heart? Do you feel hot or cold?*
7. Say that when we move around, our bodies use up energy and this creates heat and warmth.

If we are cold, we can jump, run, hop, or even dance to warm ourselves up!

If water is available, make sure that children have a drink after these exercises. Remind them that staying hydrated is always important, no matter the weather.

Layering up

20-30 MIN

1. Ask *What do you wear when it's cold? What is your favourite thing to wear when you're cold?* If children have the item with them, they can show you, and you can ask them to discuss: is it thick, thin, fluffy, smooth?
2. Say *when it's cold we need to wear layers. Does anyone know what we mean by layers?*
3. Explain that 'layering' is when you put one thing on top of another. Perhaps we normally wear one or two layers, but when it is cold, we need more layers. Highlight the importance of staying dry when cold; remove wet clothing as soon as possible.
4. Bring out the extra layers you have with you. Ask children to suggest what you could put on and in what order. If they suggest putting on, for example, a thick jumper first demonstrates this and then see if you can put a thinner layer on top.
5. Ask – *does this work? Is this a good order?* With trial and error, demonstrate that putting on the thinner layers first means you can wear more layers. And the more layers you wear, the warmer you will be!

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate some key messages:
 - When we are cold, we can warm ourselves up by moving our bodies
 - We must always remember to keep drinking water and fluids, even when it's cold!
 - When the weather is cold, we can stay warmer by wearing more layers of clothing
 - It is important to keep the hands and feet warm
 - Wear a hat

Optional: Warming up our hands

5-10 MIN

1. Ask, when it is cold outside which parts of your body are the first to get cold?
2. Say, *our hands are usually the first to feel cold.*

When our hands get very cold, it can be hard to move our fingers and they can sometimes hurt. We are going to try some exercises to warm up our hands:

- Cup your hands together and blow into them a few times.
- Next rub your palms together as quickly as possible.
- Now they are feeling a bit warmer, try gently wiggling your fingers, circling your wrists, and clenching and releasing your hands quickly.
- Keep your hands warm by putting gloves, mittens, or even socks over your hands.
- If you don't have any of these, you can tuck your hands under the opposite armpits.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



HEAT WAVE PREPAREDNESS

60-90 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.10
MATERIALS:	<ul style="list-style-type: none"> Pictures of items or the items themselves to hide for the scavenger hunt: water bottle; hat; towel; something to represent shade (umbrella, tree); fan; light-coloured clothing. These items will differ depending on your context. 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about extreme heat warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance. It is a good idea to involve caregivers in this session so that the same messaging is shared. This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawing for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe. We will calm our bodies and minds, clean up, sing our good-bye song and go home.

It's hot outside

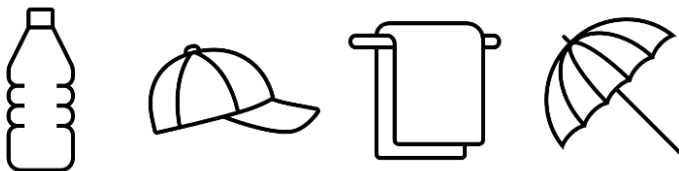
10-15 MIN

1. Explain that today we will learn about how to keep cool during very hot weather.
2. Ask, *what is the weather like outside now?* Discuss if it is sunny, rainy, cloudy.
3. Say, *sometimes the weather can be much hotter than usual for several days in row. This is called a heat wave.*
4. Ask, *what does it feel like when it's very hot?* Children might share they feel like they are melting, or inside an oven, or just want to jump in some water to get cool.
5. Ask, *what are some things we can do to keep cool during the hot weather?* Collect some different answers from the children – about what we wear, what we do, and how we behave.
6. Explain that when there is a heat wave, we need to make sure we don't get too hot, otherwise we can get sick.
7. Today we want to remember three things to do when it's very hot outside:
 - **Stay hydrated and don't wait until you are thirsty** – our bodies need water to stay cool and healthy. You can keep hydrated by drinking water, eating fruit, or soups. If you are dehydrated your caregiver can give your Oral Rehydration Solution (ORS).
 - **Wear loose, light colored clothes**, such as white and a hat/ cap/something to cover your head if possible, when outside
 - **Stay out of the sun and try to find shade** – the sunshine makes us very hot, and if we get too hot we can get sick.
 - **Do calm activities without running around a lot** – when we run around, we get even hotter.

Beat the heat – scavenger hunt

30 MIN

1. Before the session, hide the picture cards or the items around the space. You can hide more than one of the same picture or item. **These pictures are examples – ensure you use contextually appropriate and relevant pictures.**



2. Divide children into small groups.
3. Tell children that during this activity they must **walk** so they don't get too hot.
4. Give children 5 minutes to find 2 items or pictures per group. Make sure each group only picks up 2 items or pictures, so that all groups have a chance to find something.
5. Come back together as a big group.
6. Invite each group to share what they found, and if they can, say how it helps to keep them safe in the heat. If they are not sure, ask if another child can help with the answer.
 - Water bottle – we must drink lots of water in the heat
 - Hat – protects our faces and necks from the sun
 - Towel – we can wipe off sweat or wet the towel to keep us cool
 - Shade – to protect ourselves from the sun's rays

7. When each group has had a chance to share, ask children to turn to the person next to them and tell them one thing they can do to stay safe when it's very hot.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.


When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



FLOOD PREPAREDNESS

45-60 MIN

TOPICS:	<ul style="list-style-type: none">● Protect yourself from risks.	Session # 6.11
MATERIALS:	<ul style="list-style-type: none">● Bucket● Rocks	<ul style="list-style-type: none">● Water● Rope or sticks
PREPARATION:	<ul style="list-style-type: none">● The activity Forest Dash provides structure, but the content must be adapted to local experiences of preparing for and responding to floods. This activity must be contextualized for your setting, including: where are the safe evacuation points; what are the major risks in your area; how to avoid these risks.	
<div></div> <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe during floods, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

What is a flood?

20 MIN

1. Ask, *has anyone ever seen flooding before? What did you see?*
2. Explain that we are going to learn about staying safe during a flood. Say, *a flood is water that covers land that is usually dry or overflow the existing flow of water in streams. Floods can happen quickly and be strong. We are going to learn how to stay safe during a flood.*

Optional demonstration:

3. Get a small bucket or container and place familiar items such as rocks in the bottom.
4. Fill a small watering can with water.
5. Ask children to imagine that there is a town inside the bucket.
6. Slowly pour water into the bucket.
7. Explain that if rain falls slowly like the water, it drains into the street, drains or ground and goes away. But, when water has nowhere to go, or if the rain falls too quickly and too heavily, it floods.
8. Pour the water quicker and heavier to show the effect.

Flood Safety - Forest Dash

20 MIN

1. Say, *we will play a game where we will pretend that we are animals in a forest and need to find safety from a flood. We will learn about how to stay safe.*
2. Say, *pretend we are in a forest (or jungle) and you are all forest animals. What animals would you be?* Take a few answers (e.g. squirrel, bear, bird, fox, monkey etc)
3. Say, *it is raining really hard and suddenly, the ground rainwater is rising, and the ground is like a river of water. We must find a safe place to be. Where could we go?*
4. Explain where it is safe inside the imaginary forest. Say, *we want to get as high as possible. There is a hill over there.* Point to one corner or area of the space. Put a drawing of a hill on the wall or in that area if possible. Lead all the "animals" to the imaginary hill.
5. Say, *we are now safe on our high hill. We won't play by the river and other water when there is a flood.*
6. Explain that the animals can call for Help! and wait until an adult tells them it's safe to come down. Say, *let's all say HELP! and wait for an adult to tell us it's safe to go back to the forest and play.*
7. Pretend to be that adult and bring the children back to the "forest".
8. Put pieces of rope or long sticks on the ground. Tell children these are electrical wires. Say, *when there is water and flooding, we have to stay away from electrical wires. Let's walk around the forest to our imaginary hill without stepping on the wires.*
9. Take the children back through the space and to the imaginary hill again.
10. Say, *we are now safe on our hill. We stayed away from electrical wires which can be dangerous during a flood.*
11. Bring the children back and sit in a circle.
12. Thank children for listening and keeping themselves safe.

FACILITATOR'S NOTES:

- Should the children have recently experienced a flood, adapt the demonstration to be sensitive to their previous experiences.
- See the preparation notes in the session information for this activity and ensure it is contextualized ahead of time.

Key messages:

- Don't play in or around flooded areas.
- Go to places that are higher than the ground level, like hills.

- Stay away from dangling or loose wires and electrical sockets.
- Don't try to make your way through the water.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompts in each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh, etc.) from today's session.


When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



THUNDER AND LIGHTNING STORM PREPAREDNESS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.12
MATERIALS:	<ul style="list-style-type: none"> A picture of a house or building A picture of a tree A picture of a river or lake 	
PREPARATION:	<ul style="list-style-type: none"> Hang the picture of the house or building in one area of the space Hang the picture of the tree in another area Hang the picture of a lake or river in another area 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe during thunder and lightning, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

- Children stand in a circle.
- Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*

- If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
 4. Once all the children have copied the movement for a minute, choose a new movement.
 5. Continue leading the activity with different movements (see ideas below).
 6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
 7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Thunder and lightning**15-30 MIN**

1. Explain to the children that they are going to learn about staying safe during thunder and lightning.
2. Ask:
 - *Does anyone remember seeing lightning or hearing thunder? What did it look like? What did it sound like?*
3. Explain what lightning is. Say,
 - *Lightning is like a big, bright light in the sky. Sometimes it lights up the whole sky, and sometimes it looks like a zigzag.*
 - *It happens when the clouds get really full of energy, and they need to let it out, kind of like how you might jump when you're super excited!*
 - *Because lightning is so strong, it can be dangerous. So today we will learn how to stay safe!*
4. When there is lightning it is usually followed by thunder.

- Say, *thunder is the big, loud noise that comes after lightning. It's like the sky is playing a drum really loudly!*
 - Put your hand up if you remember hearing thunder
 - Say, *sometimes thunder can be very loud when it's close by and can sound scary. It's normal to be scared when hearing loud noises. If you hear a loud noise and you don't know what it is, find a grown-up who you can ask.*
5. Ask, *where do you think the safest place to be during thunder and lightning is?*
 - Say, when a storm is coming, we need to get inside as quickly as possible!
 - Once inside we need to stay away from the windows because lightning can sometimes come nearby.
 - If we are caught outside in a storm, we must **not** shelter under a tree because a lightning just like a bird looks for a tree to land on.
 - If we are caught outside in a storm, we must stay away from water. Lightning like a frog likes to hop into the water.
 6. Point to where you have hung the pictures of the tree, the body of water, and the building, and name each one so children know what they represent.
 7. Ask children to walk around the space and when you say lightning or thunder (or make a sound like thunder – like banging the desk) the children need to go to the safest space.
 8. Practice this a few times and reinforce that it is safest to go inside a building.
 9. Practice this a few times to embed the message.

VARIATION(S):

- Take down the picture of the building and give the sign for thunder and lightning. Where should they go now? Emphasize that they need to be far from both the tree and the water.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.

- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



CYCLONE PREPAREDNESS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.13
MATERIALS:	<ul style="list-style-type: none"> Large clear jar or bottle cut in half. Water Spoon or stick 	<ul style="list-style-type: none"> Paper for all children (optional) Colouring pencils, markers, or crayons (optional)
PREPARATION:	<ul style="list-style-type: none"> It is a good idea to do the 'Thunder and Lightning Preparedness' session before this Prepare materials for the cyclone in a jar. 	

The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe during a cyclone, calm our bodies and minds, clean up, sing our good-bye song and go home.

Cyclone safety

15-30 MIN

What is a cyclone?

- Explain what a cyclone is. Say, a *cyclone is a very strong, spinning storm with strong winds, rain, thunder and lightning that swirl around the centre (or eye) of the storm.*
- Choose from one of the optional activities.

Cyclone in a jar

1. Demonstrate a cyclone. Say, we're going to make a cyclone in a jar!
2. Gather children in a circle.
3. Pour water into a clear jar and fill it about halfway
4. Use a spoon or a stick to stir the water fast enough to create a whirlpool effect
5. Say, see how the cyclone spins? The water spinning in the container is like how a cyclone spins in the sky.
6. Allow children to have a go at stirring the water to make a cyclone

Cyclone Symphony

1. Explain that you are going to create a cyclone (also called a hurricane) by making the different sounds for the different things they may see, hear or feel during a cyclone or hurricane.
2. Say, *cyclones create strong winds, rain, thunder and lightning. We are making a cyclone of wind, rain, thunder and lightning.*
3. Divide the children into 4 groups. Assign each group of children a sound:
 - 1. Strong winds - *make a blowing sound*
 - 2. Heavy rains - *say, "splash splash"*
 - 3. Thunder - *stomp your feet*
 - 4. Lightning - *clap your hands*
4. Practice with each group so they remember their sound.
5. Act like a conductor and indicate when each group makes their cyclone sound by pointing to or calling each group.
6. Raise your arms and say - all at once!
7. Bring down your arms and quiet the groups to stop making their sound.
8. Say, *the hurricane has gone away, it is safe to go play.*

Eye of the storm (calm pause in the cyclone)

1. Explain that cyclones can have a pause in the middle of them. That pause doesn't mean the storm is over, it's just a pause/break. It's important to wait until the cyclone is over to go outside.
2. Say, *I am going to read you a quick story about the pause in the middle of a cyclone, also called the eye of the storm. Listen carefully.*
3. Read the following story to children.

Story:

Muhammad is stuck inside with his family during a cyclone. It's raining very heavily, and floodwater is collecting in ditches. The wind is blowing strongly, Muhammad can hear the wind wailing outside. His home is small, and all his family and even some of the neighbours are there, so there is no space to play inside.

He is really bored and wants to go outside to play. Suddenly, the storm clears. The rains stop, and the wind calms down. Muhammad is so happy, as soon as he notices the change in weather, he jumps up and goes to run out the door.

Before he can leave, his big sister, Yasmine, reminds him that cyclones always have a moment of calm, or a pause, in the middle of the storm. “Be careful Muhammad”, she says, “Don’t go outside until we get official notice that the cyclone has passed. This could be the eye of the storm - or the pause in the middle. The cyclone may not be over yet”.

Muhammad peeks outside through a crack in the door and cries “but sister, it’s over! Look how calm and quiet it is outside, and the rains have stopped!” Yasmine walks towards the door and is about to look outside when they hear a huge crashing sound.

Yasmine and Muhammad jump back in shock. Their father tells them that a tree has just fallen across the road in front of their house. Muhammad is surprised that even though everything seemed calm, the cyclone is not yet over, and grateful to his big sister for stopping him from going outside to play. Both Muhammad and Yasmine stay inside and sit with their parents beside the radio to listen for updates on when it is safe to go outside.

4. Encourage a short discussion:

- Why did **Muhammad** think it was safe to go outside?
- What did **Yasmine** tell **Muhammad** to do to keep safe?

Encourage all children to respond and recall what they remember from the story.

- **Yasmine** told her brother to stay indoors even though it looked as if the storm was over.
- There is always a moment of calm or a pause in the middle of a cyclone. It’s called the “eye of the storm”. It does not mean the cyclone is over so it’s very important to stay inside until you get official notice that it’s safe to go outside again.
- **Yasmine, Muhammad** and their parents listened to the radio to wait for official notice that the storm was over.

FACILITATOR’S NOTES:

Key messages:

- When there are heavy rains, strong winds or thunder roars, stay indoors.
- Remember there is a pause, or the eye of the storm. The storm isn’t over. Stay indoors.
- Stay with your parents and caregivers and wait until you hear it is safe to go outside.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.

- Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> Choose gross movements Clapping Stomping feet Jumping Moving one arm in and out 	<ul style="list-style-type: none"> Choose finer movements involving balance Putting one foot in and out Jumping on one foot Walking on the tip of your toes Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> Make a pattern of movements Alternate between two movements (jumping on one foot twice and the other once) Make a pattern: clap once, jump once, clap once, jump once. Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Cooling down: Long, small and wide**5 MIN**

- Tell children they will do an activity to calm our minds and bodies.
- Find a space in the room or stand in a circle. Make sure you have enough room.
- Count to eight: make yourself very long. Like a giraffe.
- Count to eight: make yourself very small. Like a mouse.
- Count to eight: make yourself very wide. Like an elephant.
- Ask:
 - Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: “Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share”.)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: “I really liked how you all listened carefully during our opening circle today.”
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today’s session.


When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



LANDSLIDE/MUDSLIDE PREPAREDNESS

65-80 MIN

TOPICS:	<ul style="list-style-type: none">● Protect yourself from risks.	Session # 6.14
MATERIALS:	<ul style="list-style-type: none">● Dirt (optional)● Sticks● Water (optional)● Rocks	
PREPARATION:	<ul style="list-style-type: none">● Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions.● Check where the evacuation point would be in your area if a landslide occurs and reference this as the ‘safe place’ during the activity ‘Animal Dash’.● This session should be reviewed and contextualized with members of the community to ensure that the messaging aligns with local best practices.	
<div>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</div>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Share the agenda for the session with children so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe during land or mudslides, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

1. Children stand in a circle.
2. Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.
3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

What is a landslide or mudslide?

15-30 MIN

1. Explain to children they are going to learn how to stay safe during a land or mudslide.
Say, a land or mud slide is when rocks, mud or dirt move quickly. They can happen fast so it's important to move before it comes.

Demonstrate a land/mudslide.

2. If possible, take the children outside and collect some sand or dirt and create a pile that looks like a hill. If being outside isn't an option, you can collect sand or dirt in a bucket and do the demonstration inside.
 - Fill a small watering can (or cup or other recipient) with water.
 - Ask children to imagine that the pile is a hill.
 - Pour water on it slowly and gently until the sand/dirt cannot absorb water and the slope falls creating a slide. Ask children what they noticed.

If it is not possible to do a physical demonstration, prepare some basic drawings to demonstrate what happens during a landslide.
3. *Say, to help keep ourselves safe, we can listen for strange sounds with our ears: trees cracking (crack some twigs) or rocks banging together (bang rocks together). If you hear those sounds, tell an adult right away.*
4. Invite a few children to crack twigs or bang rocks.
5. *Say, to keep ourselves safe, we can also look for strange things with our eyes: trees are slanted/tilted (slant your body), new cracks in trees or walls, or big rocks and mud in the river. Tell an adult right away.*
6. Invite children to stand up and slant like trees.

FACILITATOR'S NOTES:

These details are for facilitator knowledge, not for children aged 4-6.

- A **landslide** is the movement of rock, soil, or debris down a slope. This movement happens when the force of gravity becomes stronger than the materials holding the slope in place. Landslides can happen suddenly or develop over time.

Causes of Landslides

- Landslides occur due to **natural** and **human-made** factors:
- **Natural Causes:**
 - **Heavy Rainfall & Flooding** – Too much water weakens the soil, making it slide.
 - **Earthquakes & Tremors** – Shaking loosens the ground, causing it to collapse.
 - **Volcanic Eruptions** – Ash and lava can destabilize slopes.
 - **Erosion** – Water or wind gradually removes soil, making slopes unstable.
- **Human-Made Causes:**
 - **Deforestation** – Tree roots help hold soil in place; cutting trees weakens slopes.
 - **Construction & Excavation** – Digging or building on slopes can disturb stability.
 - **Poor Drainage** – Water buildup can weaken the ground, increasing landslide risk.

Effects of Landslides

- Damage to homes, roads, and buildings
- Blocked rivers, leading to floods
- Loss of lives and disruption to communities

How to Prevent Landslides

- Plant trees to hold soil in place
- Build retaining walls on slopes
- Improve drainage systems to control water flow
- Avoid construction in high-risk areas

Optional: Mudslide / landslide safety – Animal Dash

20 MIN

1. Explain the activity.
2. Say, *we will play a game where we will pretend we are animals and need to find safety from a mud/landslide. They can happen fast so it's good to know the signs and leave as soon as possible. We will learn about how to stay safe.*
3. Say, *pretend we are animals that you would find in our neighbourhood. What animals would you be?* Take a few answers (e.g. squirrel, bear, bird, fox, monkey etc)
4. Tell the children there is a safe place in their neighbourhood that they should go during a landslide. Talk about where this safe place is and hang a picture of it on the wall. " Say, *this is a place that is far from the mud/landslide and far from the danger.*
5. If appropriate for the context, scatter a few pieces of rope (or similar long object) on the floor around the room. Explain to the children that these are electrical wires. Say, *electrical wires can be dangerous during a mud/landslide. We need to stay away from them.*
6. Explain that you are going to walk the animals around the area to look for signs of a mud/landslide. Say, *Let's walk around to see if we notice any signs of a mud or landslide. If we hear or see any signs, we have to go to our safe place.*
7. Start the walk, being sure to avoid the 'electrical wires' or other context specific hazards. Choose from the following prompts (or do them all if children are engaged).
 - As you walk, crack a bunch of sticks and say, *I hear the sound of cracking trees. What should we do?*
If needed, remind children to tell an adult (you) and all walk to the "safe place". When all are at the safe place say, *you heard the sound of cracking trees. You told an adult and came to a safe area. We are safe.*
 - As you walk, bend/tilt forward. See if the children notice. If not, say, *I see the trees are slanting. What should we do?*
Help children tell the adult (you) and walk to the safe hill. When at the safe hill say, *you noticed slanted/tilted trees in the forest. You told an adult and came to a safe area. We are safe.*

- As you walk, bang some rocks together. See if the children notice and react. If not, say, I hear the sound of large rocks banging together. What should we do?

Help children tell you and walk to the "safe place". When at the "safe place" say, *we noticed the sound of large rocks banging together. We told an adult and came to a safe area. We are safe.*

8. Thank children for listening and keeping themselves safe.

FACILITATOR'S NOTES:

- Should the children have recently experienced a landslide or mudslide, adapt the demonstration to be sensitive to their previous experiences.
- For the youngest children, consider doing the Animal Dash activity during a different session.

Key Messages:

- If you see slanted/tilted trees, tell an adult!
- If you see cracks in trees or walls, tell an adult!
- If you hear unusual sounds like trees cracking or stones knocking about- tell an adult!
- Landslides/mudslides can happen fast, move away to another safe location as fast as you can. Remind children of where the safe place is.

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing

10 MIN


- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)

- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh, etc.) from today's session.
When children are comfortable with you, you can directly call on a few by name to share.
- Sing a good-bye song. Choose a local song for children. Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!



EARTHQUAKE PREPAREDNESS

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.15
MATERIALS:	<ul style="list-style-type: none"> Poster with the drill: drop, cover, and hold 	
PREPARATION:	<ul style="list-style-type: none"> Identify the safest spaces in the room where children should take cover. This must be away from windows. Do not take cover in a door frame. It's best to get under a table where nothing can fall on you. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the children to the session by singing a simple welcome song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Take attendance (if appropriate) or count attendees.
- Go over 3-5 simple rules and expectations for the session. Have a flipchart with pictures or drawings for visual support.

These rules should be adapted to be relatable to children in their context. Provide an example and model each rule to ensure understanding. For example:

LISTEN



LOOK



BE KIND



- Tell children the agenda for the session so they know what to expect during the session. Use a previously prepared flipchart with visuals of the schedule.

Today, we will play and learn. We will play games and learn what to do to keep ourselves safe during an earthquake, calm our bodies and minds, clean up, sing our good-bye song and go home.

Optional: Copy Me

5 MIN

- Children stand in a circle.
- Say: *We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
 - If no music is available, simply have children copy your movements.

3. Start playing the music and make a movement. Begin with a simple movement and encourage the children to copy it.
4. Once all the children have copied the movement for a minute, choose a new movement.
5. Continue leading the activity with different movements (see ideas below).
6. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
7. Continue until the children lose interest.

VARIATION(S):

- This activity can be done outdoors.
- This activity can be done by having children copy each other's movements while standing in front of one another in pairs.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch our nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times

Earthquake preparedness

15-30 MIN

1. Explain: An earthquake is when the ground shakes. The earth might move beneath your feet like a boat on the waves. When this happens there might be loud noises like banging and crashing and heavy things, like buildings, can move and fall down. We need to keep ourselves safe when this happens.
2. Share that there are 3 things we can do when there is an earthquake. These are drop, cover, and hold on.
3. Demonstrate each of these steps:



For wheelchair users, the steps are lock, cover, and hold on:



Activity: Drop, Cover and Hold On

4. Say: *We are going to play a game called 'Teacher says'. I am going to say, The teacher says...an action, and you have to do what I say. Let's practice. The teacher says, touch your head, Teacher says, sit down.*
5. Add in the steps
 - Teacher says drop to the ground
 - Teacher says take cover from falling objects
 - Teacher says hold on until the shaking stops
6. Practice this a few times until children understand the three steps. Remind children that they must do these steps straight away and not worry about toys or any of their things.
7. Ask: *What should I do after I have dropped to the ground? If the ground is still shaking, should I move?*
 - Tell children that if they are inside they should not go outside until the shaking stops. They might have to wait inside for a little while!
 - Reminder children to stay close to their caregiver, teacher, or siblings – whoever they are with when the earthquake happens
8. Tell children that if they are outside during an earthquake they must not go inside.
9. Tell the children that we will practice this regularly so that we can be ready if there is ever an earthquake. Tell children they can also share these steps with someone they know, like an adult or a friend!

Cooling down: Long, small and wide

5 MIN

1. Tell children they will do an activity to calm our minds and bodies.
2. Find a space in the room or stand in a circle. Make sure you have enough room.
3. Count to eight: make yourself very long. Like a giraffe.
4. Count to eight: make yourself very small. Like a mouse.
5. Count to eight: make yourself very wide. Like an elephant.
6. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

ADAPTATIONS:

- What other animals can you imitate?

FACILITATOR'S NOTES:

- Change the numbers, animals and prompt each session. For example, count to three: make yourself tiny like an ant. This supports counting and vocabulary.
- Remind children that it is important to relax and calm our minds and bodies. It is a part of being healthy.

Closing**10 MIN**

- Invite children to clean up the space by putting back materials. **If there is a song, sing as a group.** For example: "Clean up, clean up, everybody, everywhere, clean up, clean up, everybody do your share".)
- Bring children back to a large circle.
- Provide positive feedback on one way the children contributed to the session. This should be a behaviour that you want to reinforce. For example: "I really liked how you all listened carefully during our opening circle today."
- Ask for a few volunteers to share one of their favourite activities (or something they liked, something that made them laugh etc) from today's session.

When children are comfortable with you, you can directly call on a few by name to share.

- Sing a good-bye song. **Choose a local song for children.** Sing the same song every session so children become familiar with it.
- Tell children you will be happy to see them in the next session!